Mueller Charter School



Charter Renewal Petition

For the term July 1, 2027- June 30, 2032

"OUR CHILDREN WILL CHANGE THE WORLD"

At Mueller Charter School, we believe that every child has the potential to change the world. We believe that a future president, a master engineer, a concert cellist, a groundbreaking oncologist, a space pioneer, a Nobel Award winner is currently sitting in a classroom somewhere in America, and that he or she may be right here at Mueller Charter School or Bayfront Charter High School. Our students will change the world!

We believe that every child has unlimited potential for learning. We believe that we can create a TK-12 school that is a national model in its ability to meet the complex needs of our students and their families, to offer exciting and challenging learning experiences, and to engender extraordinary academic results by any measure.

We believe that we can create opportunities for genuine parent governance and participation, and create options in which the community can become inextricably linked with the mission of our school. We believe that we have the ability, the will, the opportunity and the obligation to reinvent the institution of schools, to challenge the status quo, to remove barriers to our students' success, and to make Mueller and Bayfront worthy of its children.

We believe that our children will change the world.

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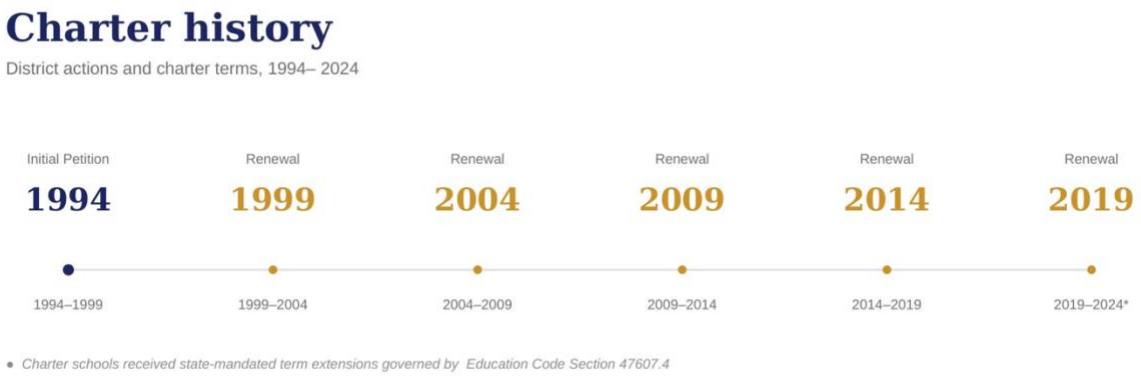
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Introduction

Founded in 1993, Mueller Charter School is proud to be one of California's original charter schools and has served the Chula Vista community with distinction for more than three decades. Since its inception, the school has remained steadfast in its mission to provide an innovative, student-centered public education while continually evolving to meet the changing needs of students, families, and the community. Through multiple successful charter renewals, Mueller has consistently demonstrated academic excellence, responsible governance, fiscal accountability, and a commitment to continuous improvement.

Over the past 30 years, Mueller has grown from a single charter school into a comprehensive TK–12 educational program that includes Bayfront Charter High School, expanding opportunities for students to continue their educational journey within the Mueller Charter School community. Today, the school offers a seamless educational experience that prepares students for success in college, career, leadership, and civic life. This thoughtful growth reflects the confidence families have placed in the school and its ability to respond to the evolving educational needs of the South Bay community.

The longevity and success of Mueller Charter School are the result of a collaborative partnership among dedicated educators, engaged families, supportive community partners, and a committed Board of Directors. As one of California's longest-operating charter schools, Mueller has established a legacy of innovation while maintaining the stability and accountability expected of a high-performing public school. The school's history of sustained success, responsible stewardship of public resources, and unwavering focus on student achievement provides a strong foundation for continued service to future generations of students and families.



Mueller Charter School			
1994	Mueller Charter School	715 "I" Street Chula Vista, CA 91910	Grades TK-6
2006	Mueller Charter Leadership Academy	715 "I" Street Chula Vista, CA 91910	Grades 7-8
2014	Bayfront Charter High School	830 Bay Blvd. Chula Vista, CA 91911	Grades 9-12

Mueller Charter School (Transitional Kindergarten–Grade 6)
Mueller Charter School's TK-6 program provides a strong academic foundation through a nurturing, student-centered learning environment that emphasizes literacy, mathematics, inquiry-based learning, and leadership development. Instruction is standards-aligned, differentiated, and designed to meet the academic, social-emotional, and developmental needs of each child. Students engage in hands-on, project-based learning experiences that promote critical thinking, creativity, collaboration, and communication while fostering a love of learning. Mueller intentionally develops leadership skills, character, and student agency, preparing students for success in the upper grades and beyond.

Mueller Charter Leadership Academy (Grades 7-8)
Mueller Charter Leadership Academy (MCLA) extends the school's commitment to academic excellence by preparing students for the increased rigor of high school through an engaging, college and career focused middle school experience. MCLA emphasizes leadership, personal responsibility, and academic achievement while providing students with opportunities for interdisciplinary learning, problem solving, service learning, environmental sustainability, and meaningful student leadership. Teachers foster independence, collaboration, and critical thinking through rigorous instruction, personalized support, and a positive school culture that encourages every student to reach their full potential.

Bayfront Charter High School (Grades 9-12)
Bayfront Charter High School provides a rigorous, college and career educational program designed to prepare students for success in higher education, careers, and civic life. Through A-G aligned coursework, Advanced Placement, dual enrollment, Early College opportunities, career exploration, and personalized academic advising, students develop the knowledge, skills, and habits necessary to thrive after graduation. Bayfront emphasizes student voice, leadership, real world learning, and strong relationships while supporting the academic, social-emotional, and postsecondary goals of every student. Bayfront graduates are prepared to become lifelong learners, responsible citizens, and leaders in an ever-changing global society.

Affirmations and Declaration

Mueller Charter School ("Mueller," "MCS," Mueller/Bayfront," or the "Charter School"), located within the boundaries of the Chula Vista Elementary School District ("CVESD" or the "District"), hereby certifies that the information submitted in this petition is true to the best knowledge and belief of MCS; and further that the Charter School will follow any and all federal, state, and local laws and regulations that apply to MCS, including, but not limited to:

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

- MCS declares that it shall be deemed the exclusive public-school employer of the employees of Mueller Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- MCS shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- MCS shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- MCS shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- MCS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- 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 student is expelled or leaves MCS without graduating or completing the school year for any reason, MCS shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student 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 MCS within 30 days if MCS demonstrates that the student had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- MCS shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending MCS to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- MCS 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)]

- MCS shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- MCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

- MCS 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").

- MCS shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").

- MCS shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- MCS shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").

- MCS shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").

- MCS shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

- MCS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

History

Located in western Chula Vista, Mueller Charter School serves a diverse and historically working-class community that has long valued public education. Originally established in 1955 as Robert L. Mueller Elementary School, the campus was built to serve families in one of the oldest neighborhoods in the Chula Vista Elementary School District. As the surrounding community evolved over the decades, Mueller evolved, embracing innovation and maintaining a strong commitment to student achievement and opportunity.

In response to persistent educational challenges and overcrowding, Mueller became an early leader in school reform and innovation. Following the passage of the California Charter Schools Act of 1992, Mueller converted to charter status in 1994, becoming one of California's first conversion charter schools as Charter School #64. Guided by the belief that student success should never be limited by demographics or socioeconomic status, Mueller Charter School developed a culture centered on high expectations, strong relationships, and continuous improvement.

Over the past three decades, Mueller Charter School has grown into a comprehensive TK–12 educational continuum serving students through Mueller Charter School (TK–6), Mueller Charter Leadership Academy (7–8), and Bayfront Charter High School (9–12). Each program was developed in direct response to community and parent demand for a consistent, supportive, and academically rigorous educational experience.

Today, Mueller Charter School continues to fulfill the original intent of the Charter Schools Act by implementing innovative instructional practices, expanding learning opportunities, and supporting students who have historically been underserved. Throughout its history, one principle has remained constant: a commitment to ensuring all students achieve academic success, develop leadership skills, and graduate prepared for college, career, and civic life.

Description of the School

Mueller Charter School is a public TK–12 charter school located in Chula Vista, in the South Bay region of San Diego, California. Established in 1994 following the passage of the California Charter Schools Act of 1992, the school is one of the longest-operating charter schools in the region and serves a diverse student population with a strong focus on leadership, academic achievement, and college readiness.

Mueller Charter School serves approximately 1,600 students in Transitional Kindergarten through 12th grade. The student population reflects the diversity of the South Bay community, with approximately 90% Hispanic/Latino students, along with smaller percentages of White, Asian, African American, and multiracial students. A majority of students are socioeconomically disadvantaged, and the school serves a significant population of English Learner.

Located near downtown Chula Vista, approximately seven miles north of the United States/Mexico border, Mueller Charter School serves families throughout the South Bay region and maintains strong partnerships with community organizations, higher education institutions, and local agencies. Mueller's mission is to prepare students for success in college, career, and civic life while developing the leadership skills necessary to contribute positively to their communities.

MCS has operated for decades on an extended calendar and extended school day, providing students with additional instructional time and enrichment opportunities beyond the traditional school schedule. This extended learning structure supports deeper academic instruction, intervention, leadership development, and expanded enrichment.

MCS nurtures the growth and development of resilient children through the award-winning Resiliency Monitoring System; receiving significant recognition and highlighted as a promising practice by California Distinguished Schools and recognized by the California School Boards Association for its groundbreaking work in student wellness and resiliency systems providing a strengths-based approach to identifying risk factors that impact student learning by implementing interventions, developing programs, and connecting families to resources in direct response to student needs.

MCS has also been designated as a Community School as part of the California Community School Partnership Program, reflecting a comprehensive approach to supporting students and families. As a Community School, Mueller partners with local organizations to provide integrated academic, health, and social services**,** family engagement opportunities, and community-based programs that support the whole child. These partnerships help remove barriers to learning while strengthening connections between the school, families, and the broader community.

The instructional program emphasizes rigorous academics, leadership development, and real-world learning experiences. MCS implements the Leader in Me program schoolwide, empowering students to develop leadership skills, personal responsibility, and goal-setting habits. Mueller Charter School has earned Lighthouse School status, the highest recognition within the Leader in Me network for exemplary implementation and student impact.
High school students benefit from Early College and dual enrollment opportunities**,** enabling students to earn college credits while completing high school. Mueller and Bayfront also offer programs focused on environmental literacy and sustainability through partnerships with the Living Coast Discovery Center and a partnership with the South Bay Sustainable Communities Network. Students also participate in civic engagement and community service through programs such as the Causa Service-Learning Club.

Awards and Recognitions
Mueller Charter School has received numerous awards, recognitions, and has served as a model for educational excellence, including:

- California's Title I Academic Achievement Award, 2009
- The California Golden Bell Award for Excellence in Education, 2010
- California Business for Education Excellence Honor Roll School, 2009, 2010, 2011
- National Center for Urban School Transformation (NCUST) Award Recipient, 2012, 2020,

2025
- California Distinguished School Award, 2019
- Leader in Me Lighthouse School recognition, 2022
- Southwestern College Partnership established for dual enrollment classes
- Educational Results Partnerships Honor Roll School, 2019, 2024, 2025

Signature Programs and Strategic Partnerships
The Charter School believes that authentic learning is enhanced through meaningful partnerships and unique educational opportunities that extend beyond the traditional classroom.
Signature programs and partnerships may include:
- The Leader in Me leadership framework;
- Living Coast Discovery Center partnership;
- Early College and Dual Enrollment programs;
- Community School initiatives;
- College exploration experiences;
- Student leadership and service-learning opportunities;
- Environmental education programs;
- Visual and performing arts experiences;
- Athletics and extracurricular programs;
- Career exploration opportunities;
- Partnerships with colleges, universities, businesses, and community organizations.
- California Interscholastic Federation ("CIF") membership established, 2014
- TEDx Talk Middle School Speaker for CVESD, 2018, 2019
- California Community School, 2022
- Early College (Bayfront), 2025
- Associate's degree Pathways, 2025
- Western Association of Schools and Colleges (WASC) Accreditation secured (Bayfront), 2014 initial, 2018 full, 2023 full 6-year accreditation status

These programs enrich the educational experience, strengthen student engagement, and provide authentic opportunities for students to apply their learning in meaningful contexts. Together, these create a distinctive TK-12 educational program that prepares students to become academically successful, socially responsible, and civically engaged leaders who are prepared to positively impact their communities and the world.
Mueller Charter School consistently demonstrates strong outcomes for students, including high graduation rates, strong academic performance, and increasing college readiness through early college coursework. Not only has MCS made steady progress toward its mission, but it has also dramatically improved attendance, reduced mobility, and reduced tardies and suspensions.

Evidence of Meeting Charter Renewal Criteria
Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on

the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers have unique qualifying criteria.

The three performance categories are as follows:

- High Performing: Presumptive renewal if the charter school meets the established renewal criteria, Education Code Section 47607(c)(2).
- Low Performing: Presumptive non-renewal if the charter school meets the nonrenewal criteria, unless the chartering authority makes a finding to approve for a two-year term, Education Code Section 47607.2(a).
- Middle Performing: Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The California Department of Education (CDE) publishes a Charter School Performance Category Data File based on results from the 2024 and 2025 California School Dashboards. This report classifies charter schools statewide into three performance categories: high-performing, middle-performing, and low-performing**.**
According to the law and the CDE's published performance category list, **Mueller Charter School has been designated as a *middle-performing* charter school**. As a middle-performing charter school, MCS is eligible for a five-year charter renewal term.

The 2025 Dashboard displays the intended red, orange, yellow, green, and blue performance colors for schools' status and change scores in the state indicators. The 2025 Dashboard is based on two years of color-based performance. The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts (ELA)/Literacy and Mathematics, and Science (grades five, eight, and once in high school)

MCS fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a five (5) year term, as demonstrated below.

Dashboard Performance Renewal Criteria – Middle Performing

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of MCS on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").
Further, in addition to the state and local indicators on the Dashboard, the chartering authority shall also consider evidence, from the assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers). As set forth below, MCS's Dashboard results, academic growth data, enrollment trends, and fiscal position provide clear and convincing evidence that MCS continues to provide substantial educational benefit to its students and that renewal is in the best interest of the school community.
MCS documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Enrollment Demographics (2025 Dashboard)

Mueller Enrollment Demographics per California Dashboard 2025			
Student Group	Mueller	CVESD	Sweetwater
English Learners	41.4%	26.6%	20.9%
Foster Youth	0.34%	0.3%	0.1%
Homeless Youth	5.7%	4.6%	2.1%
Socioeconomically Disadvantaged	79.5%	53.5%	58.7%
Students with Disabilities	10.1%	16.5%	15.4%

2025 Student Ethnicity	Mueller	CVESD	Sweetwater
African American	1.1%	4.4%	3.4%
American Indian or Alaska Native	0.2%	0.1%	0.3%
Asian	0.1%	2.6%	2.1%
Filipino	1%	9.8%	9.0%
Hispanic or Latino	92.4%	68.5%	71.2%
Two or More Races	1.6%	6.9%	3.7%
Pacific Islander	0.1%	0.3%	0.4%
White	3.6%	7.3%	9.9%

*California Dashboard 2025

Charter School Dashboard State and Local Indicators (2024 and 2025)
The following chart reflects the Charter School's 2025 Dashboard performance indicators (distance from standard), and for comparison purposes, the Chula Vista Elementary School District's (CVESD) and Sweetwater Union High School District's ("Sweetwater"), and the State's.

Dashboard Indicator	2025				2024			
	Mueller	CVESD	Sweetwater	State	Mueller	CVESD	Sweetwater	State
Math	-37.6	-14.3	-62.9	-42.4	-38.8	-16.4	-72.8	-47.6
ELA	+1.2	+10.6	-1.0	-8.1	-5.3	+8.8	-5.8	-13.2
Graduation Rate	100%	n/a	91.5%	87.8%	97.3%	n/a	89.8%	86.7%
Chronic Absenteeism	9.3%	13.5%	18.6%	17.1%	11.8%	15.3%	18.2%	18.6%
Suspension Rate	0.9%	1.4%	4.2%	2.9%	1%	1.5%	5.5%	3.2%
EL Progress	51%	48.6%	46.1%	46.4%	44.2%	48.6%	44.7%	45.7%
College/Career Readiness	49.2%	n/a	51.3%	51.7%	57.40%	n/a	41.7%	45.3%

	2025	2024
Basic: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Basic: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met

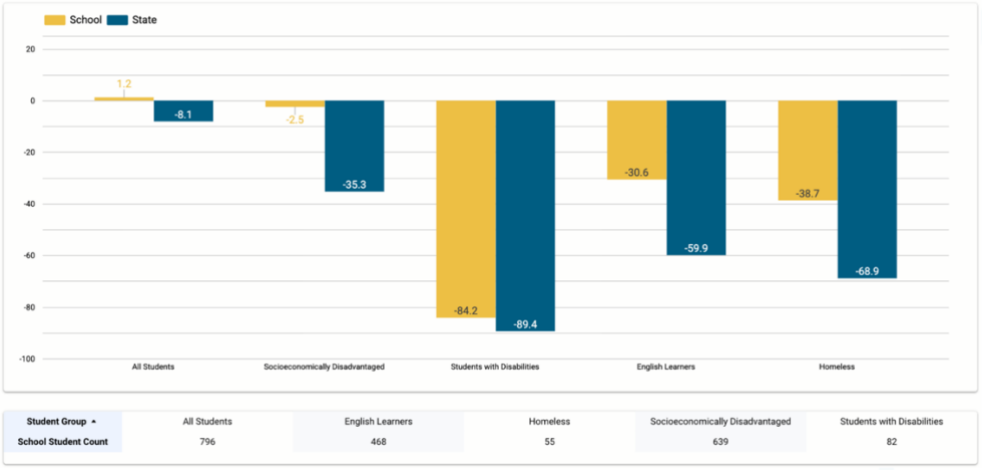
California Dashboard Performance, English Language Arts

	CA Dashboard ELA Performance Schoolwide	
	2024	2025
Mueller	-5.3	+1.2
State	-13.2	-8.1

	Dashboard ELA Performance by Student Subgroup	
	2024	2025
Socioeconomically Disadvantaged		
Mueller	-10.8	+2.5
State	-40.9	-35.3
Students with Disabilities		
Mueller	-81.5	-84.2
State	-95.6	-89.4
English Learners		
Mueller	-40.7	-30.6
State	-67.6	-59.9
Homeless Youth		
Mueller	-46.3	-38.7
State	-70.4	-68.9

* Foster Youth has fewer than 11 students; data not displayed for privacy reasons.

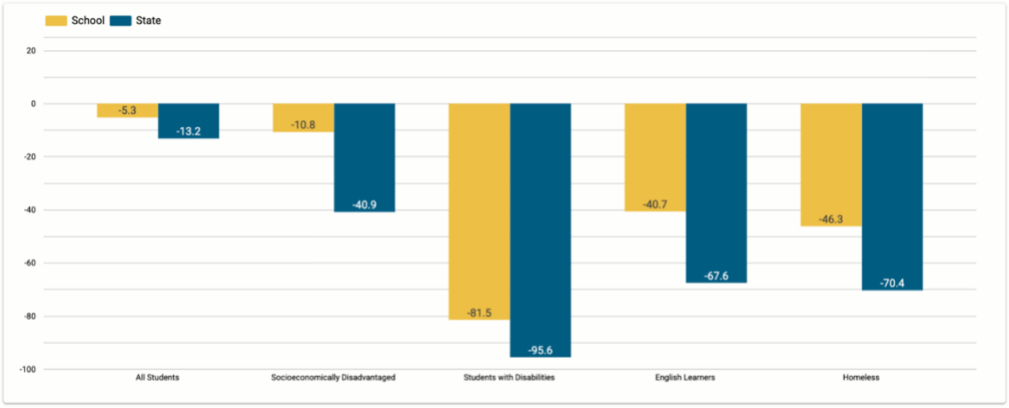
2025 ELA Student Priority Groups



Student Group	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Student Count	796	468	55	639	82

Mueller's 2025 Dashboard ELA results show the Mueller's overall performance at +1.2 points above standard, exceeding the state average of -8.1 points. Every priority subgroup outperformed its state counterpart: Socioeconomically Disadvantaged students scored -2.5 compared to the state's -35.3, Students with Disabilities scored -84.2 compared to -89.4, English Learners scored -30.6 compared to -59.9, and Homeless Youth scored -38.7 compared to -68.9. These results reflect Mueller's continued success in closing achievement gaps across its most vulnerable student populations.

2024 ELA Student Priority Groups



Student Group	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Student Count	777	418	16	591	67

Mueller's 2024 ELA performance was -5.3 points, well ahead of the state average of -13.2. As in 2025, every subgroup outperformed the state: Socioeconomically Disadvantaged students scored -10.8 compared to the state's -40.9, Students with Disabilities scored -81.5 compared to -95.6, English Learners scored -40.7 compared to -67.6, and Homeless Youth scored -46.3 compared to -70.4. This consistent pattern demonstrates Mueller's sustained commitment to supporting historically underserved students.

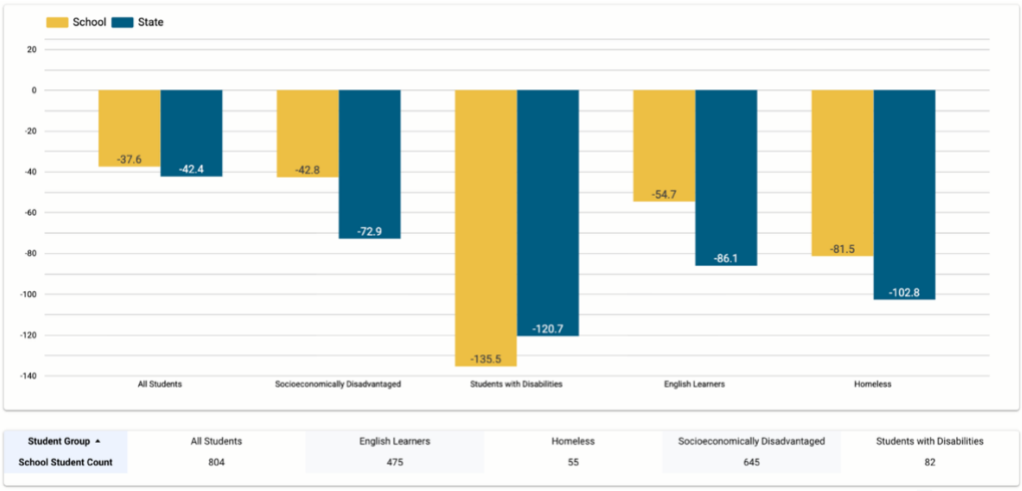
California Dashboard Performance, Mathematics

	Dashboard Math Performance Schoolwide	
	2024	2025
Mueller	-38.8	-37.6
State	-47.6	-42.4

	Dashboard Math Performance by Student Subgroup	
	2024	2025
Socioeconomically Disadvantaged		
Mueller	-44.1	-42.8
State	-78.2	-72.9
Students with Disabilities		
Mueller	-125.4	-135.5
State	-124.3	-120.7
English Learners		
Mueller	-56	-54.7
State	-93.4	-86.1
Homeless Youth		
Mueller	-44.4	-81.5
State	-106	-102.8

* Fewer than 11 students; data not displayed for privacy reasons.

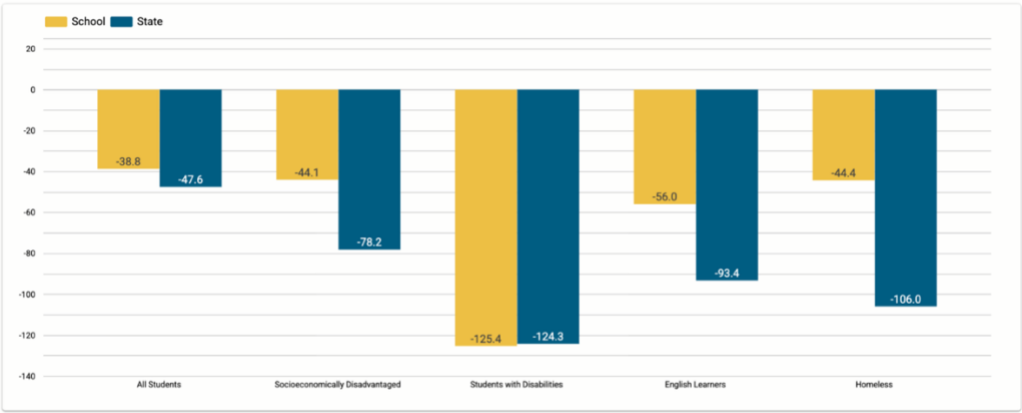
2025 Math Student Priority Groups



Student Group	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Student Count	804	475	55	645	82

In 2025, Mueller's schoolwide Math performance reached -37.6 points compared to the state's -42.4. Socioeconomically Disadvantaged students scored -42.8 compared to -72.9, Students with Disabilities scored -135.5 compared to -120.7, English Learners scored -54.7 compared to -86.1, and Homeless Youth scored -81.5 compared to -102.8. Mueller outperformed the state in every group except Students with Disabilities, which remains a focus area for continued growth, while the strong results across the other subgroups reflect the effectiveness of Mueller's targeted math interventions.

2024 Math Student Priority Groups



Student Group	All Students	English Learners	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School Student Count	782	423	16	595	67

Mueller's 2024 Math performance stood at -38.8 compared to the state's -47.6. Socioeconomically Disadvantaged students scored -44.1 compared to the state's -78.2, Students with Disabilities scored -125.4 compared to -124.3, English Learners scored -56.0 compared to -93.4, and Homeless Youth scored -44.4 compared to -106.0. Mueller outperformed the state in every group except Students with Disabilities, where results remained closely aligned with the state, underscoring strong outcomes across the other subgroups.

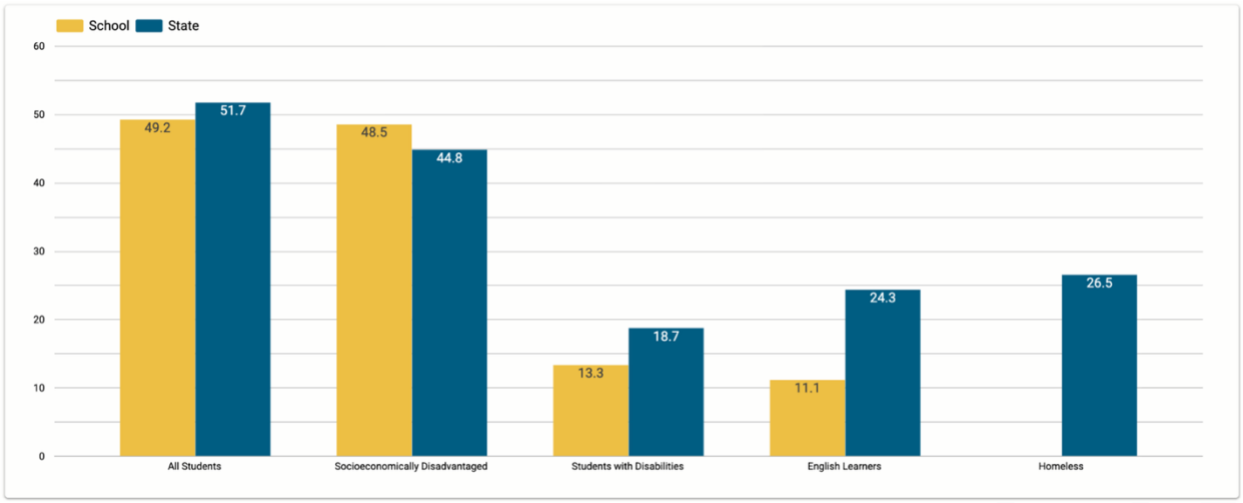
College and Career Readiness Student Priority Groups

	Dashboard CCI Schoolwide % Prepared 2024	2025
Mueller	57.4%	49.2%
State	45.3%	51.7%

	Dashboard CCI by Student Subgroup % Prepared 2024	2025
English Learners		
Mueller	41.9%	11.1%
State	17.2%	24.3%
Students with Disabilities		
Mueller	31.3%	13.3%
State	13.5%	18.7%
Socioeconomically Disadvantaged		
Mueller	53.8%	48.5%
State	37.4%	44.8%

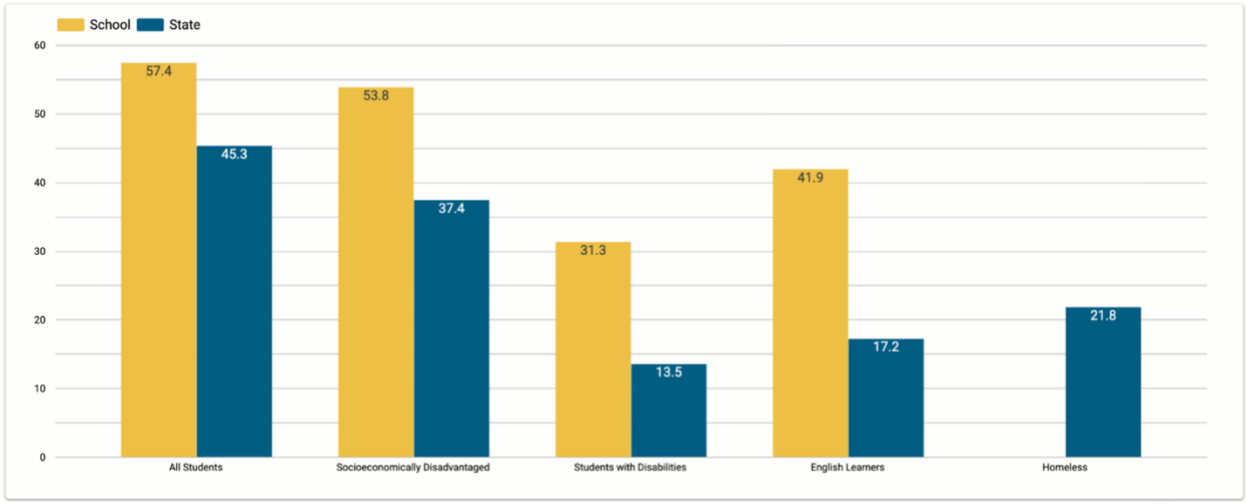
* Foster and Homeless Youth data not reported on Dashboard.

2025 College and Career Readiness Student Priority Groups



In 2025, Mueller's schoolwide College/Career Readiness rate reached 49.2%, closely tracking the state average of 51.7%. Socioeconomically Disadvantaged students at Mueller exceeded the state, with 48.5% prepared compared to the state's 44.8%, a notable achievement given how large this student population is at Mueller.

2024 College and Career Readiness Student Priority Groups



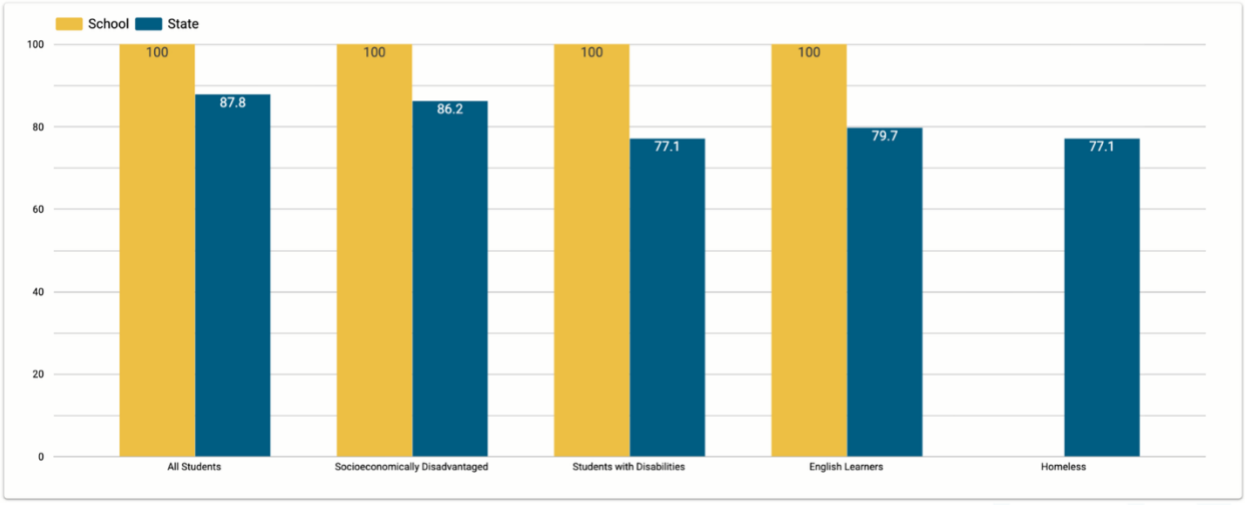
Mueller's 2024 College/Career Readiness performance significantly outpaced the state across every subgroup with reported data: 57.4% of All Students compared to the state's 45.3%, Socioeconomically Disadvantaged 53.8% compared to 37.4%, Students with Disabilities 31.3% compared to 13.5%, and English Learners 41.9% compared to 17.2%. These results reflect the strength of Mueller's college and career preparation programs across its diverse student body.

Graduation Rate Student Priority Groups

	Dashboard Graduation Rate Schoolwide	
	2024	2025
Mueller	97.3%	100%
State	86.7%	87.8%

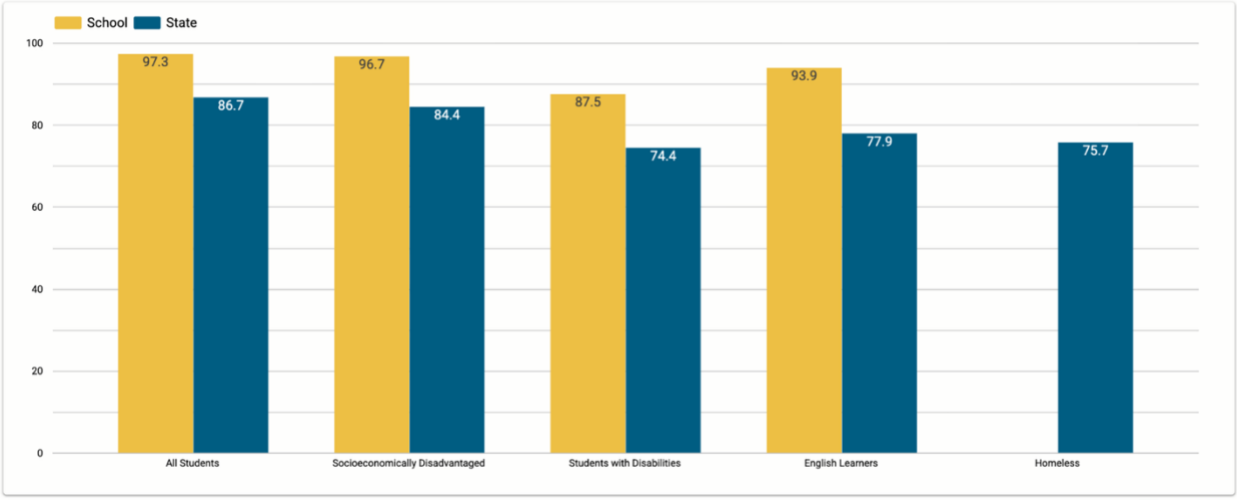
	Dashboard Graduation Rate by Student Subgroup	
	2024	2025
English Learners		
Mueller	93.9%	100%
State	76.9%	78.8%
Students with Disabilities		
Mueller	87.5%	100%
State	73.4%	76.2%
Socioeconomically Disadvantaged		
Mueller	96.7%	100%
State	84%	85.8%

2025 Graduation Rate Student Priority Groups



Mueller achieved a 100% graduation rate in 2025 across every student group with reported data; All Students, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners, each surpassing state averages, which ranged from 77.1% to 87.8%. This achievement highlights Mueller's success in ensuring that every student, regardless of background or need, reaches graduation.

2024 Graduation Rate Student Priority Groups



In 2024, Mueller's graduation rate was 97.3% schoolwide, well above the state's 86.7%. Every subgroup outperformed the state: Socioeconomically Disadvantaged students graduated at 96.7% compared to 84.4%, Students with Disabilities at 87.5% compared to 74.4%, and English Learners at 93.9% compared to 77.9%, reflecting Mueller's strong record of supporting all students into graduation.

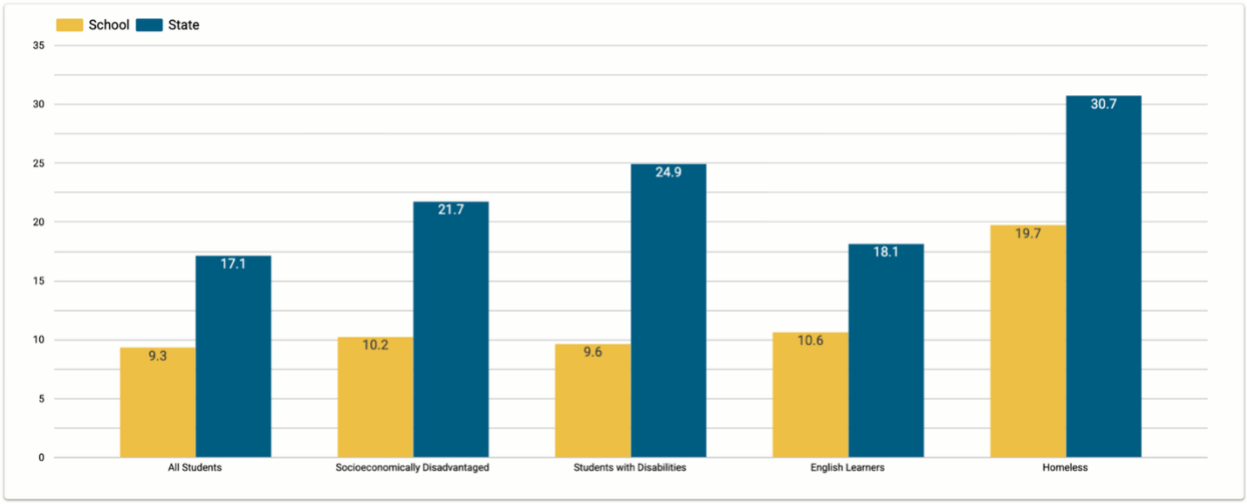
Chronic Absenteeism Student Priority Groups

	Dashboard Chronic Absenteeism Schoolwide	
	2024	**2025**
Mueller	11.8%	9.3%
State	18.6%	17.1%

	Dashboard Chronic Absenteeism by Student Subgroup	
	2024	**2025**
English Learners		
Mueller	13.0%	10.6%
State	20.1%	18.1%
Foster Youth		
Mueller	*N/A	*N/A
State	30.5%	30.6%
Homeless Youth		
Mueller	27.3%	19.7%
State	32.7%	30.7%
Students with Disabilities		
Mueller	14.7%	9.6%
State	26.3%	24.9%
Socioeconomically Disadvantaged		
Mueller	12.7%	10.2%
State	23.4%	21.7%

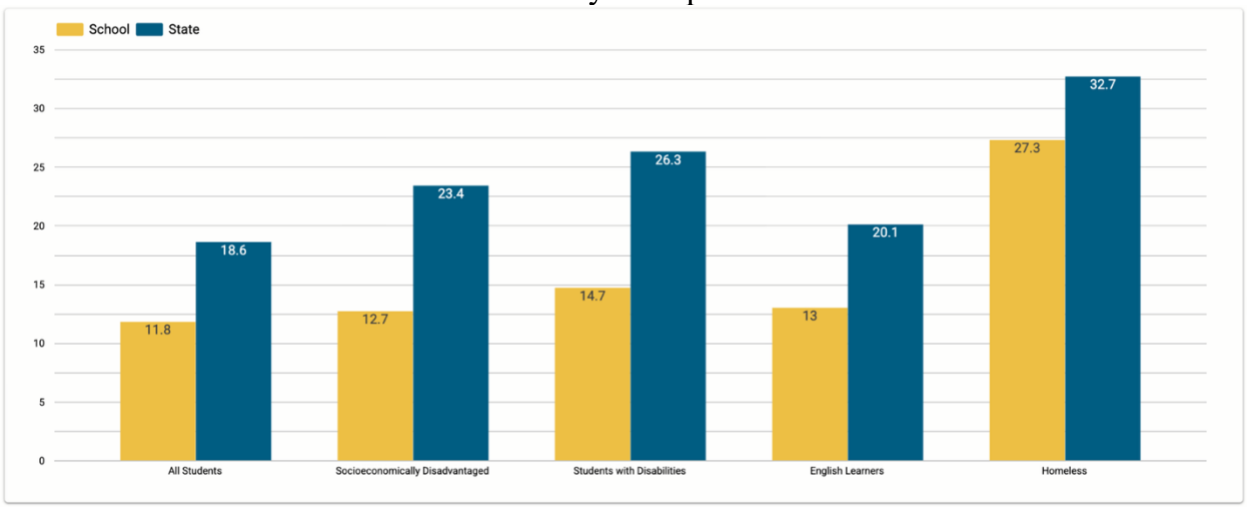
* Fewer than 11 students; data not displayed for privacy reasons.

2025 Chronic Absenteeism Student Priority Groups



Mueller's 2025 chronic absenteeism rate was 9.3% compared to the state average of 17.1%. Every subgroup posted rates well below the state: Socioeconomically Disadvantaged students (10.2% compared to 21.7%), Students with Disabilities (9.6% compared to 24.9%), and English Learners (10.6% compared to 18.1%). Even among Homeless Youth, Mueller's rate of 19.7% remained below the state average of 30.7%, demonstrating the school's success in keeping students engaged and present.

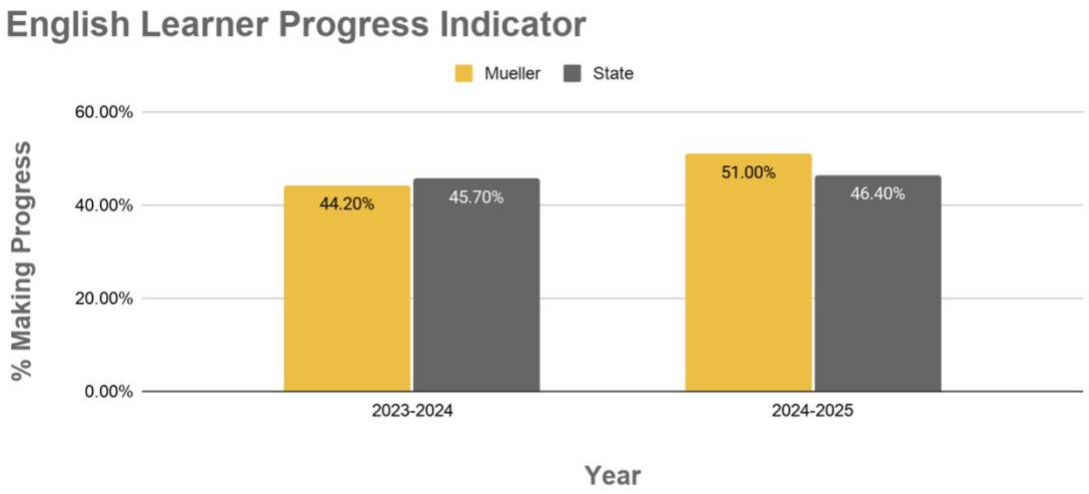
2024 Chronic Absenteeism Student Priority Groups



In 2024, Mueller's chronic absenteeism rate of 11.8% was well below the state's 18.6%. This pattern held across subgroups: Socioeconomically Disadvantaged students (12.7% compared to 23.4%), Students with Disabilities (14.7% compared to 26.3%), English Learners (13.0% compared to 20.1%), and Homeless Youth (27.3% compared to 32.7%) all posted better outcomes than their state counterparts, reflecting Mueller's strong focus on student engagement and support.

English Learner Progress

	Dashboard English Learner % Making Progress	
	2024	2025
Mueller	44.2%	51.0%
State	45.7%	46.4%



Mueller's English Learner students made significant strides in language progress, with the percentage making progress toward English proficiency climbing from 44.2% in 2023-24 to 51.0% in 2024-25, a 6.8 percentage point gain. This growth moved Mueller from slightly below the state average (45.7%) to well above it (46.4%), reflecting the strength of Mueller's targeted language development programs for its English Learner population.

Verified Data

	CAASPP ELA Performance Percent Met or Exceeded	
	2023-24	2024-25
Mueller	50.44%	51.91 %
State	47.04%	48.82 %

	CAASPP Math Performance Percent Met or Exceeded	
	2023-24	2024-25
Mueller	37.46 %	36.92 %
State	35.54 %	37.30 %

CAASPP verified data maintained high levels of achievement in ELA, increasing to 51.91%, exceeding the state average (48.82%) and showing continued improvement from the prior year. CAASPP Math, performance remained relatively stable with a slight decrease, but continues to be closely aligned with state outcomes, indicating a consistent foundation upon which ongoing instructional improvements are being built.

Current research shows large discrepancies between the nation's highest and lowest performers. These inconsistencies are seen nationally in various grades and content areas. Predominantly the student population attending Mueller Charter school are socioeconomically disadvantaged including a significant percentage of whom are English Learner students. According to a study by Curriculum Associates [1] academic achievement for students nationally has not recovered and historically underserved populations show larger disparities than their counterparts. Higher performing students have demonstrated recovery in their academic progress while lower performing students have lost more ground. *The National Association of State Boards of Education*[2] *reported remote learning and limited access to services during the pandemic caused disparate impediments to English Learner students. In addition, they report the achievement discrepancies between various subgroups of students continues to grow.*

[1] Curriculum Associates. (2025). *State of student learning in 2025: Reading and mathematics annual report (July 2025).*

[2] Sugarman, J., and Lazarín, M. (2021, September). Equity and English Learners Post-Pandemic. *The Standard*, 21(3), 21–25. National Association of State Boards of Education. nasbe.org

LEGAL REQUIREMENTS FOR CHARTER RENEWAL

Education Code Section 47607.2(b)

Renewal Criteria: Criterion Met

Education Code Section 47607.2(b) requires that the chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

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. The Charter School also achieved measurable increases in academic achievement from 2024 to 2025.

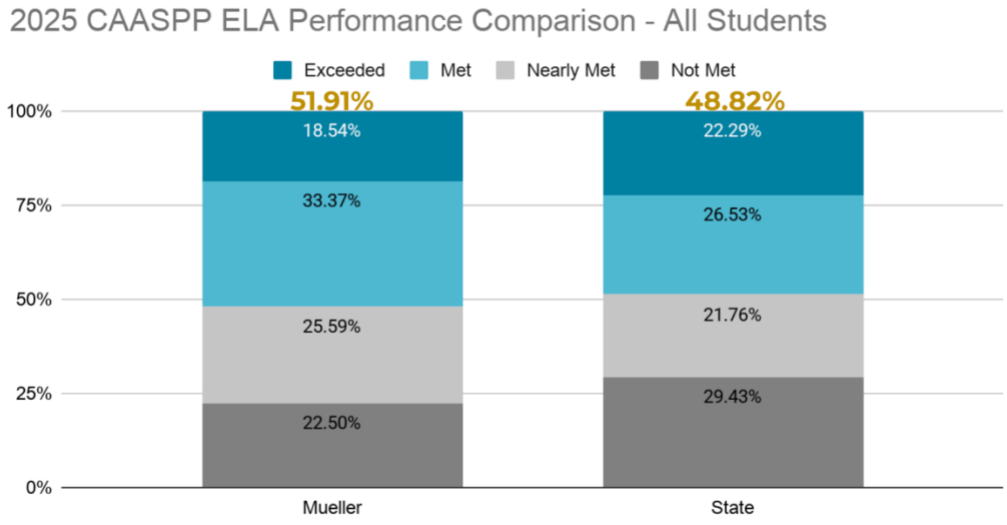
The Charter School meets the charter renewal criteria established in Education Code Section 47607.2(b) by utilizing "California School Dashboard" as allowed per Education Code Section 52052(e)(4)(A).

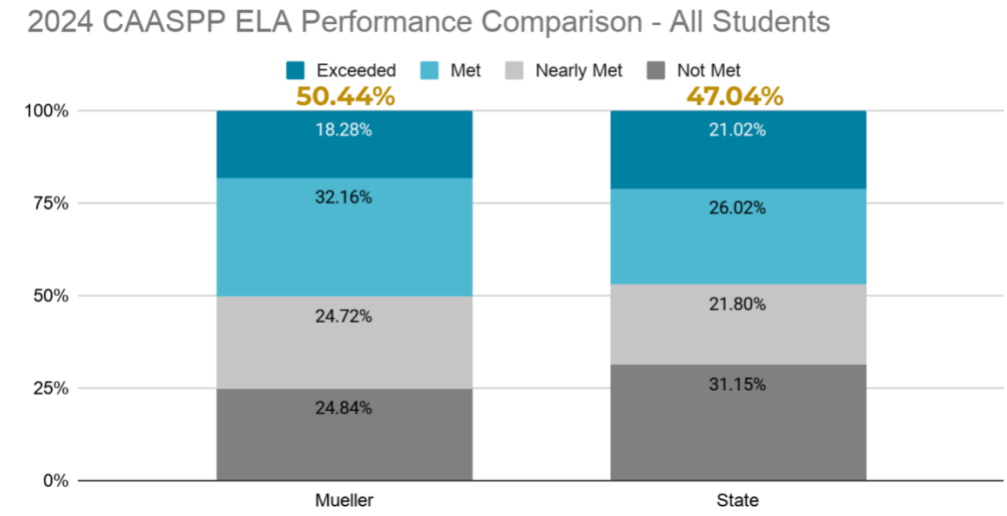
Numerically Significant Student Subgroups ELA Performance on Verified Data, percent met or exceeded on CAASPP.

***ELA** Performance Data, **percent** met or exceeded on CAASPP*				
	MCS 2025	State 2025	MCS 2024	State 2024
Socioeconomically Disadvantaged	50.39	38.23	49.76	36.81
English Learners	20.32	10.41	20.48	10.29
Students with Disabilities	21.62	16.95	15.38	15.83
Hispanic	50.80	38.84	49.23	36.78

Additional CAASPP Data

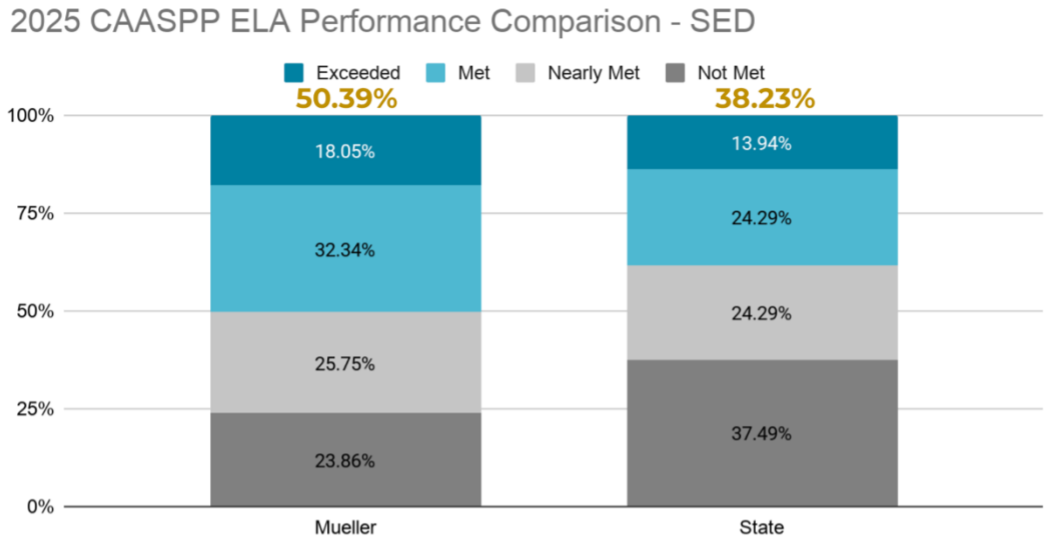
ELA All Students percentage met or exceeded on CAASPP

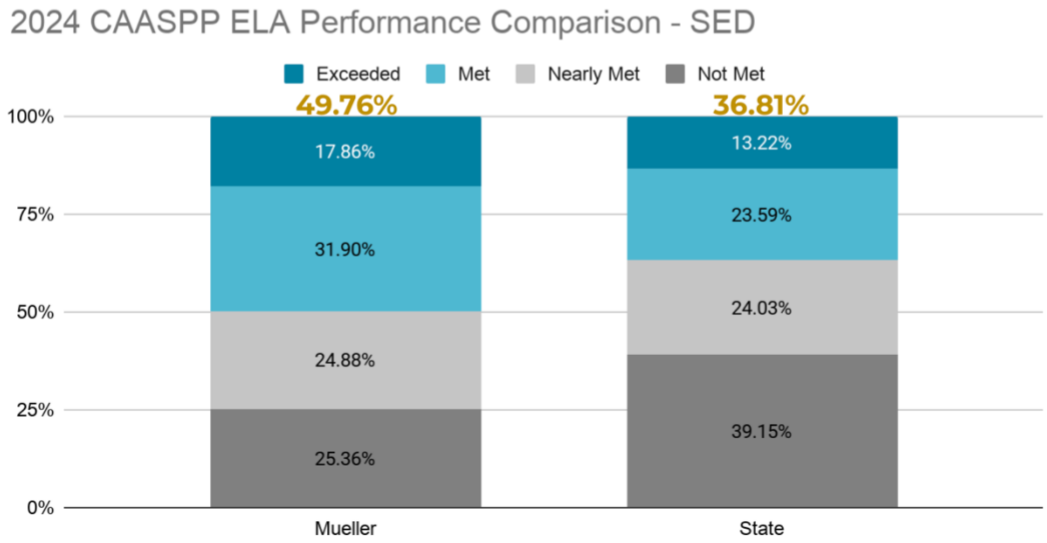




Mueller's schoolwide CAASPP ELA proficiency rate (Met or Exceeded Standard) rose to 51.91% in 2024-25, up from 50.44% the prior year, and outperformed the state average in both years (48.82% in 2024-25 and 47.04% in 2023-24). Mueller also posted a lower Not Met rate than the state in both years, reflecting steady, above-state gains for the general student population.

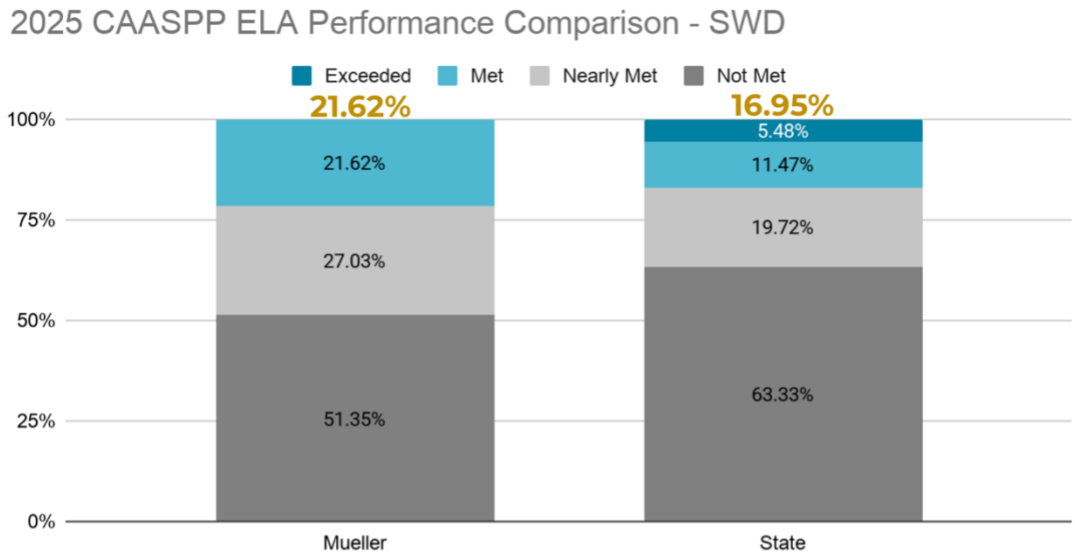
ELA Socioeconomically Disadvantaged percentage met or exceeded on CAASPP

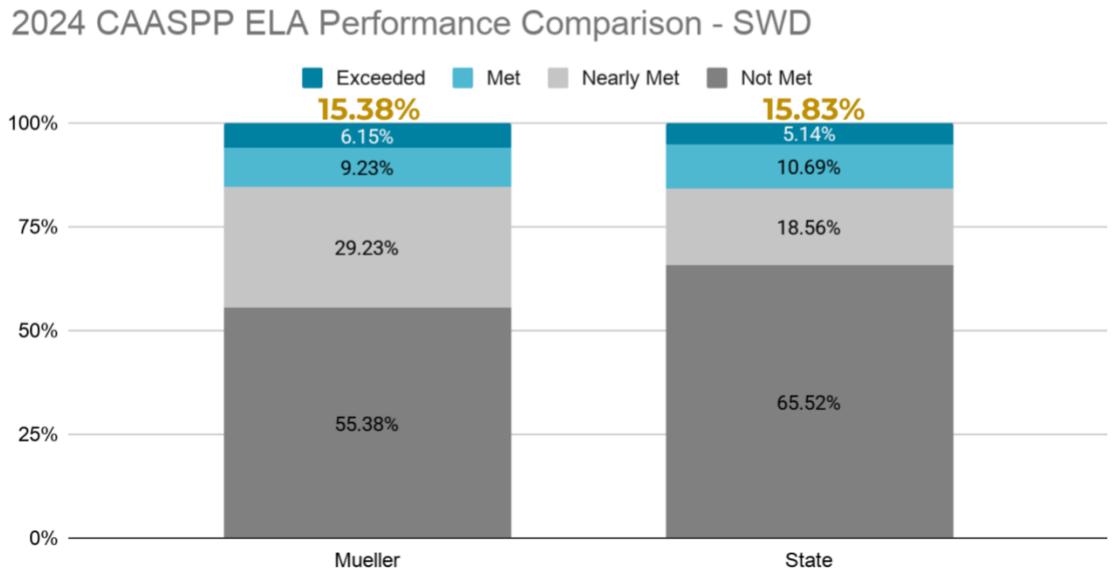




Socioeconomically Disadvantaged students at Mueller achieved a CAASPP ELA proficiency rate of 50.39% in 2024-25 and 49.76% in 2023-24, both far exceeding the state averages of 38.23% and 36.81% for the same years. This 12-to-13 percentage point advantage over the state, sustained across both years, highlights the strength of Mueller's instructional support for its largest student subgroup.

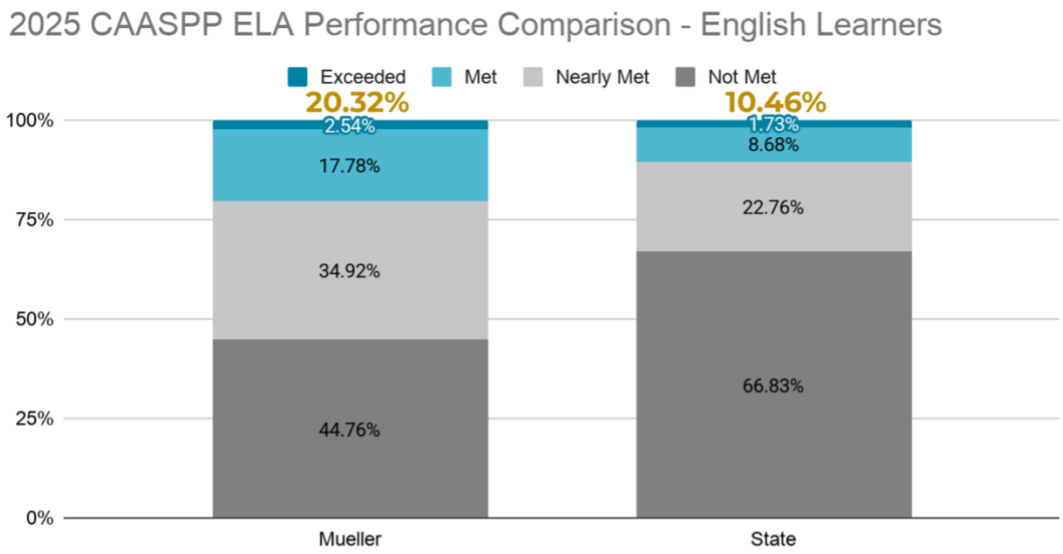
ELA Students with Disabilities percentage met or exceeded on CAASPP

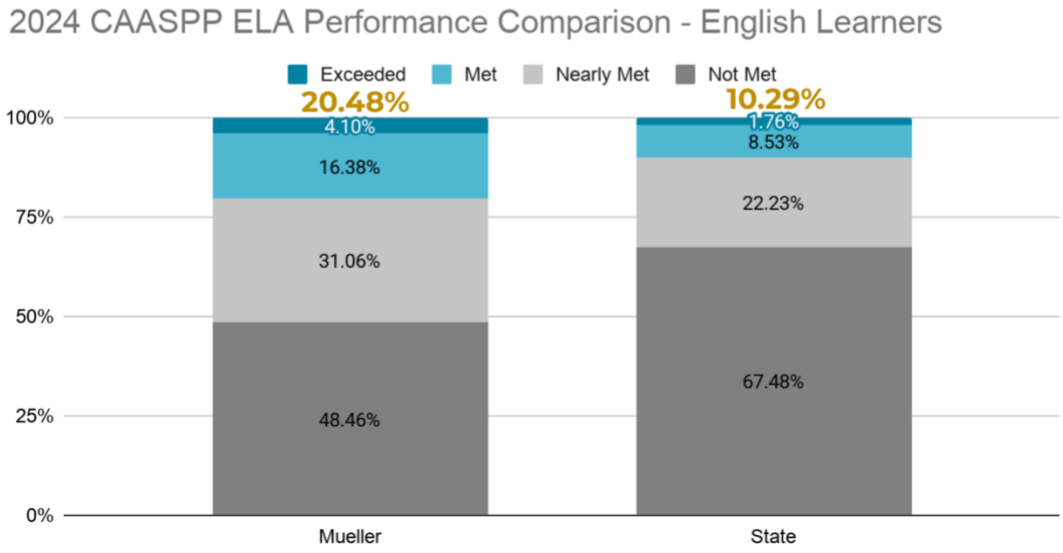




Students with Disabilities at Mueller improved their CAASPP ELA proficiency rate from 15.38% in 2023-24 to 21.62% in 2024-25, a gain of more than six percentage points and moved from just below the state average (15.83%) to well above it (16.95%) in 2024-25, reflecting meaningful year-over-year growth for this student group.

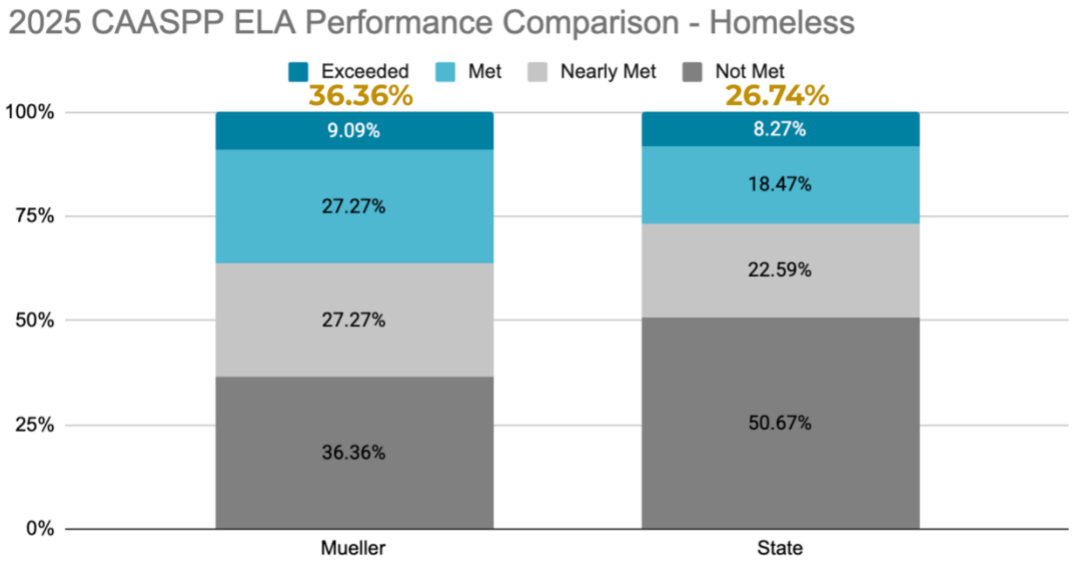
ELA English Learners percentage met or exceeded on CAASPP

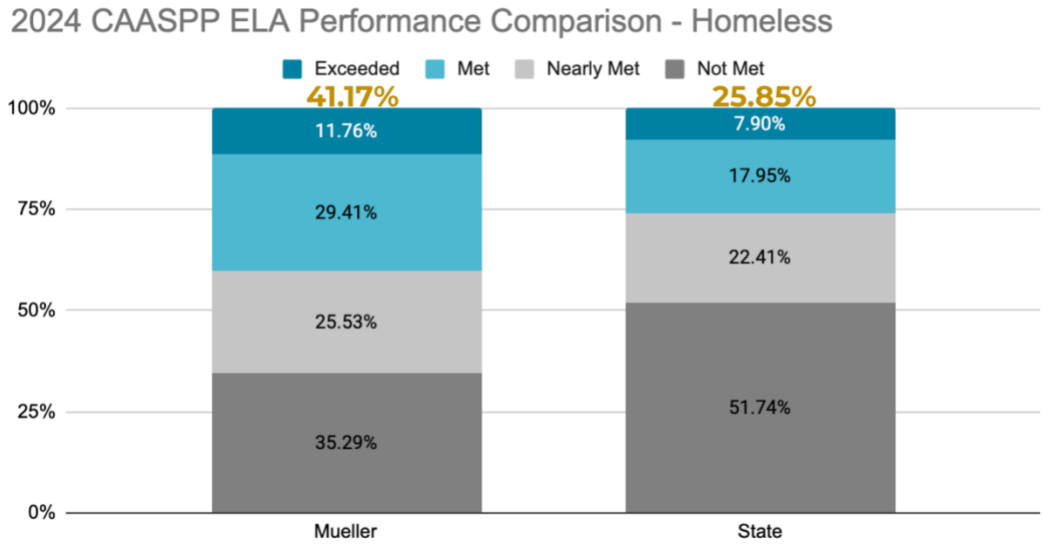




English Learners at Mueller achieved a CAASPP ELA proficiency rate of 20.32% in 2024-25 and 20.48% in 2023-24, roughly double the state averages of 10.46% and 10.29% for those years. Mueller's consistent, nearly two-to-one advantage over the state demonstrates the effectiveness of its language-development programs for English Learners.

ELA Homeless percentage met or exceeded on CAASPP



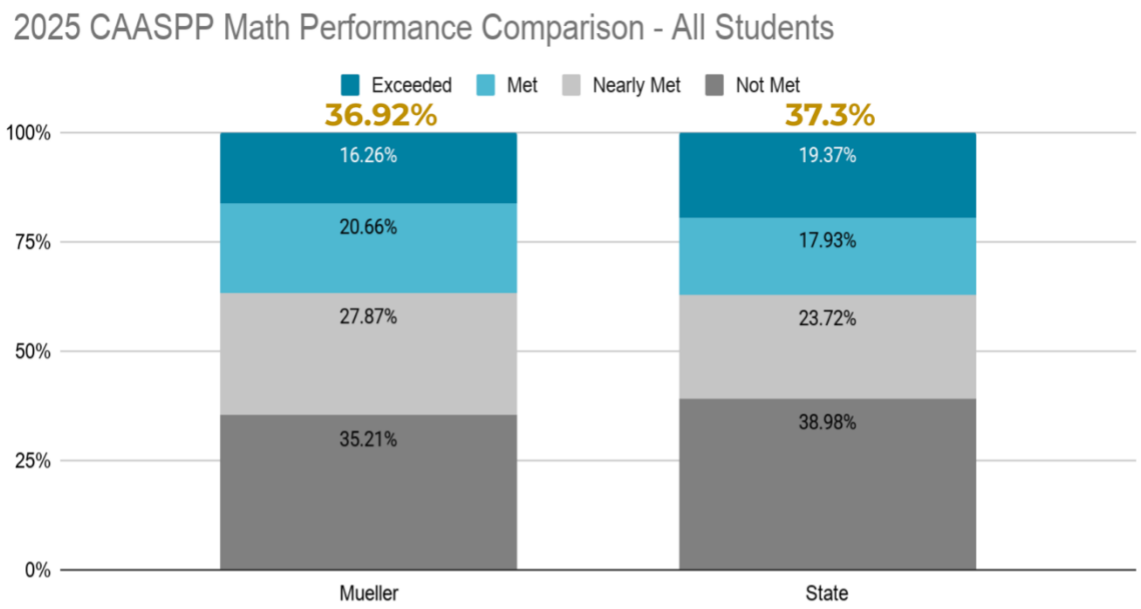


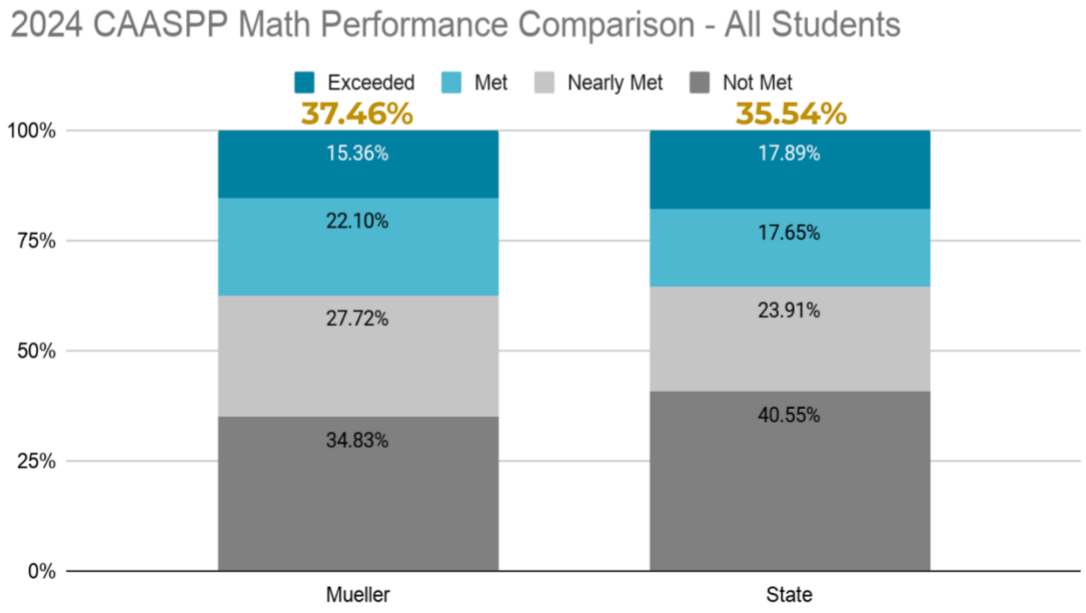
Homeless students at Mueller posted a CAASPP ELA proficiency rate of 36.36% in 2024-25 and 41.17% in 2023-24, both well above the state averages of 26.74% and 25.85%. Mueller's rate exceeded the state average by 10 to 15 percentage points in both years, underscoring the school's strong support for its most vulnerable students.

Math All Students percentage met or exceeded on CAASPP

*Numerically Significant Student Subgroups **Math** Performance on Verified Data, percent met or exceeded on CAASPP.*

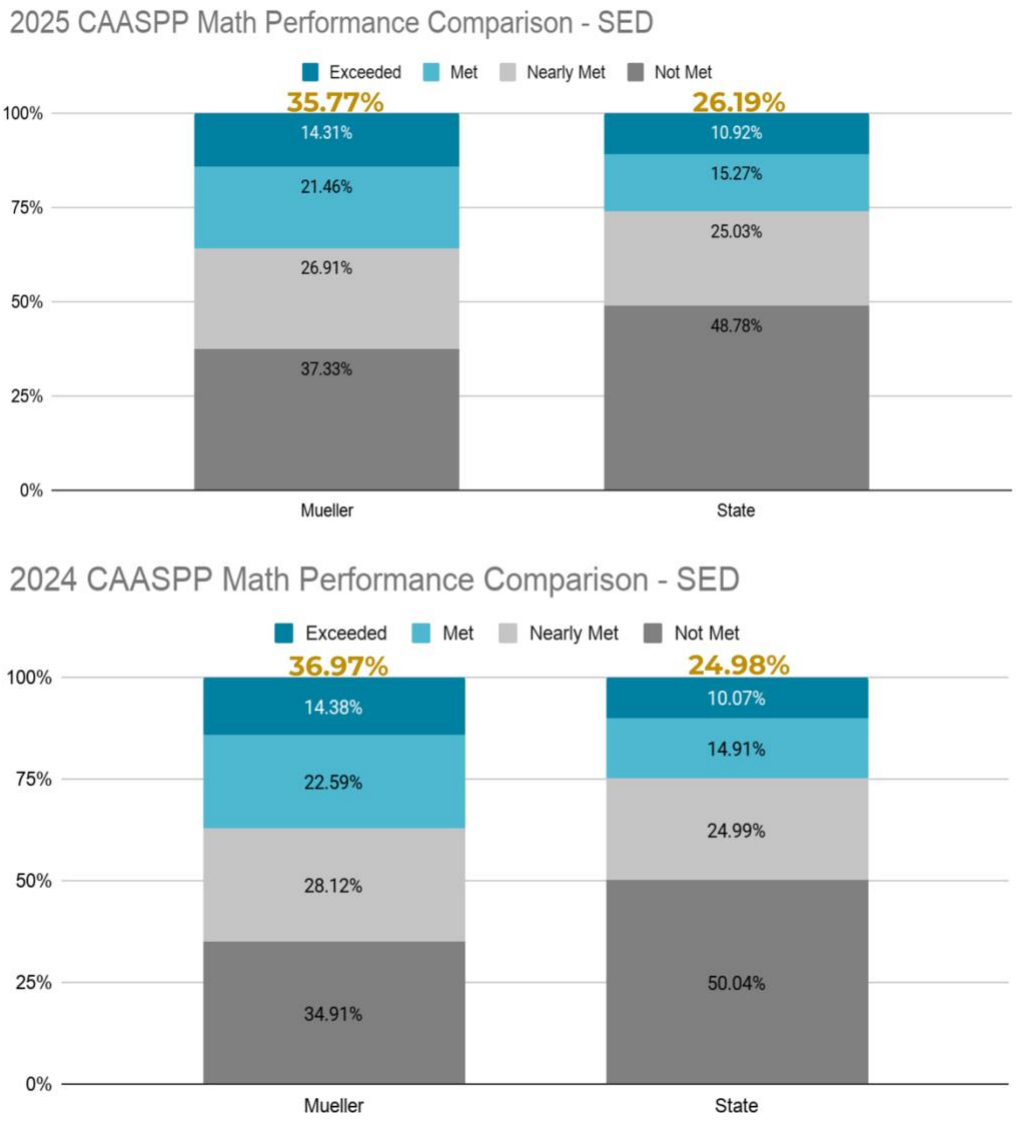
***Math** Performance on Verified Data, percent met or exceeded on CAASPP*				
	MCS 2025	State 2025	MCS 2024	State 2024
Socioeconomically Disadvantaged	35.77	26.19	36.97	24.98
English Learner	20.06	11.01	22.26	10.25
Students with Disabilities	8.11	13.10	10.77	12.54
Hispanic	35.33	25.74	35.90	23.73





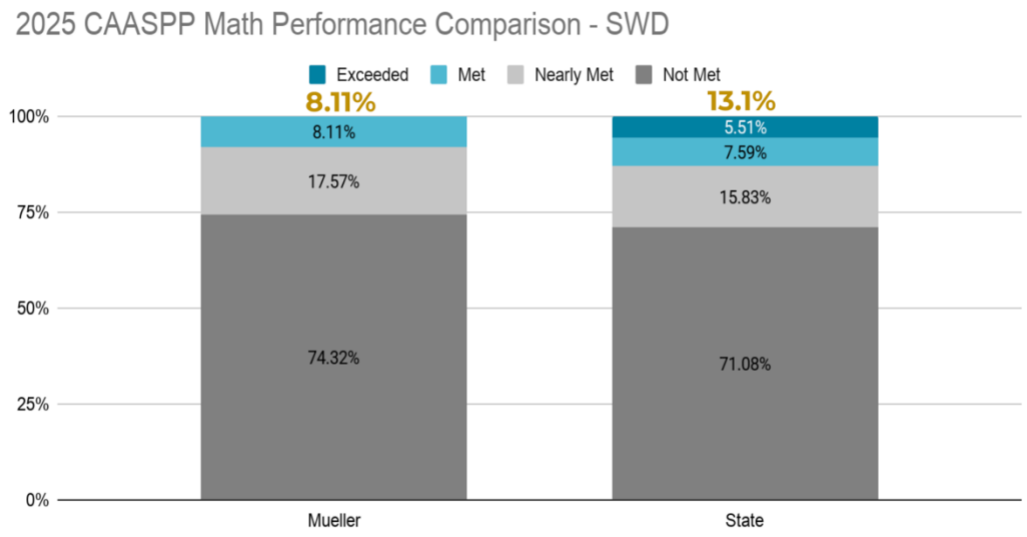
Mueller's schoolwide CAASPP Math proficiency rate was 36.92% in 2024-25 and 37.46% in 2023-24, remaining closely aligned with the state averages of 37.3% and 35.54%. Mueller outperformed the state in 2023-24 and stayed within half a percentage point of the state average in 2024-25, reflecting a consistent, stable foundation in mathematics achievement.

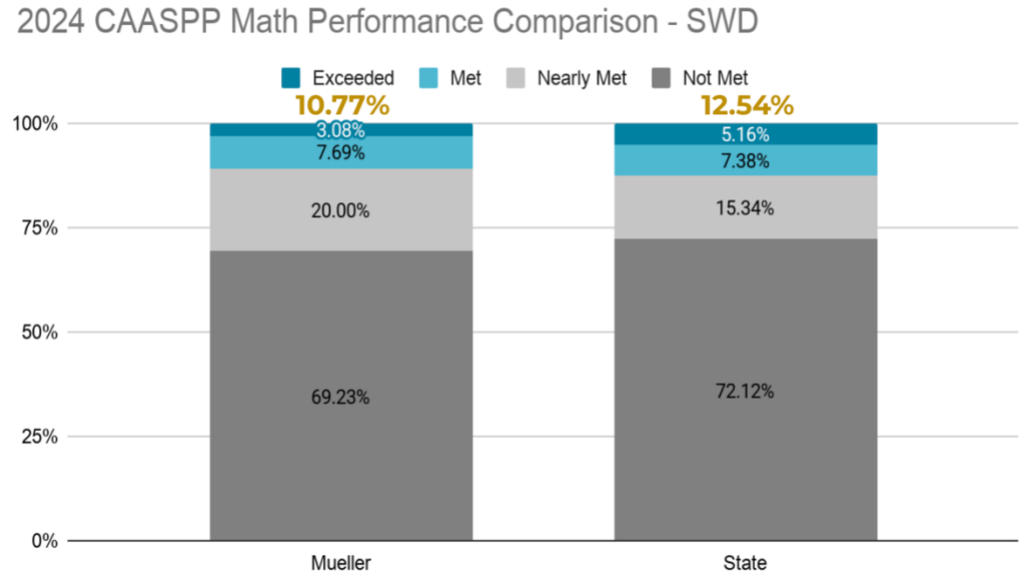
Math Socioeconomically Disadvantaged percentage met or exceeded on CAASPP



Socioeconomically Disadvantaged students at Mueller achieved a CAASPP Math proficiency rate of 35.77% in 2024-25 and 36.97% in 2023-24, both far ahead of the state averages of 26.19% and 24.98%. This nearly 10-to-12 percentage point advantage, sustained across both years, reflects strong, consistent math outcomes for Mueller's largest student subgroup.

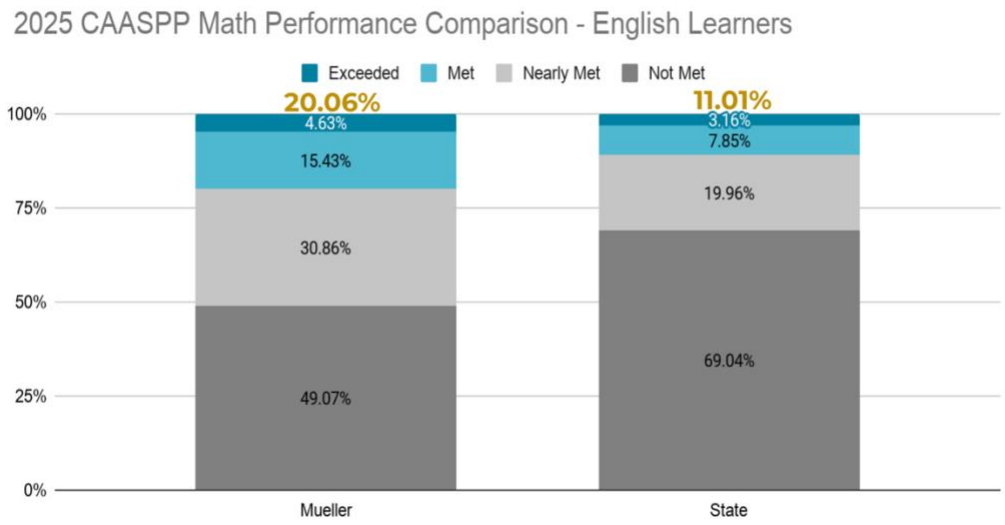
Math Students with Disabilities percentage met or exceeded on CAASPP

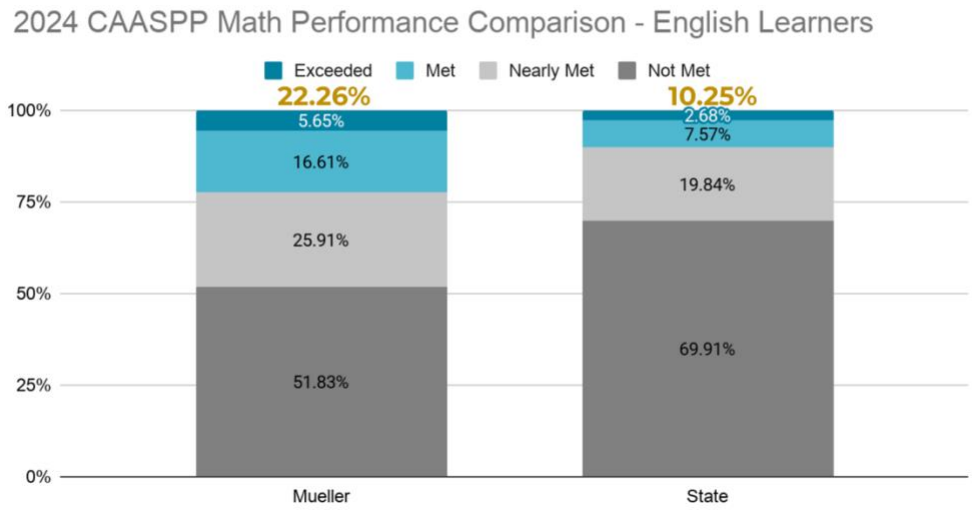




Students with Disabilities at Mueller posted CAASPP Math proficiency rates of 8.11% in 2024-25 and 10.77% in 2023-24. This subgroup remains a focus area for continued instructional investment, and Mueller is applying the same targeted intervention strategies that have driven strong multi-year gains for this student group in ELA.

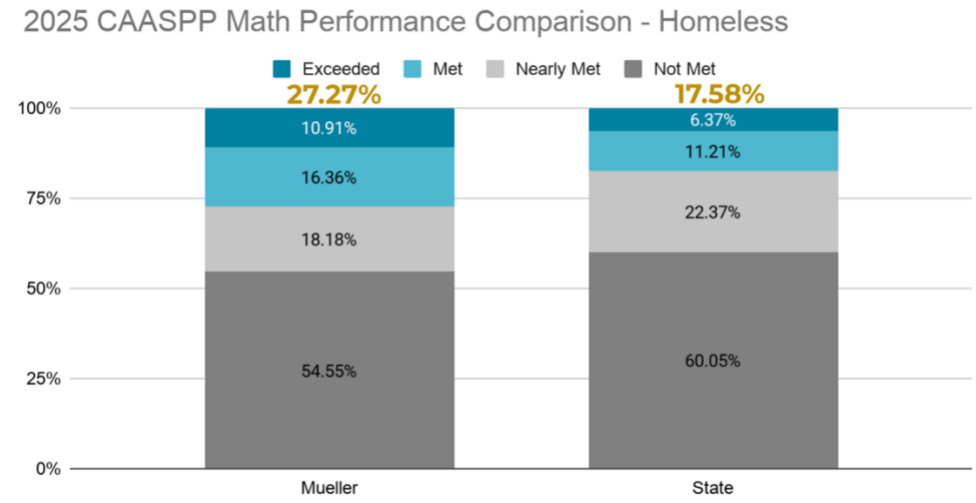
Math English Learners percentage met or exceeded on CAASPP

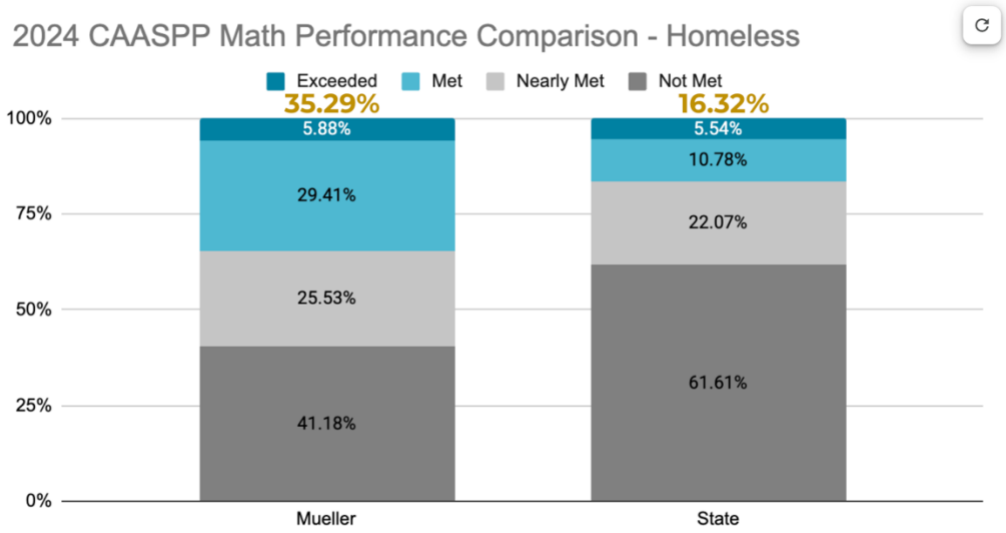




English Learners at Mueller achieved a CAASPP Math proficiency rate of 20.06% in 2024-25 and 22.26% in 2023-24, nearly double the state averages of 11.01% and 10.25% in those years. Mueller's consistent two-to-one advantage over the state highlights strong math outcomes for English Learners.

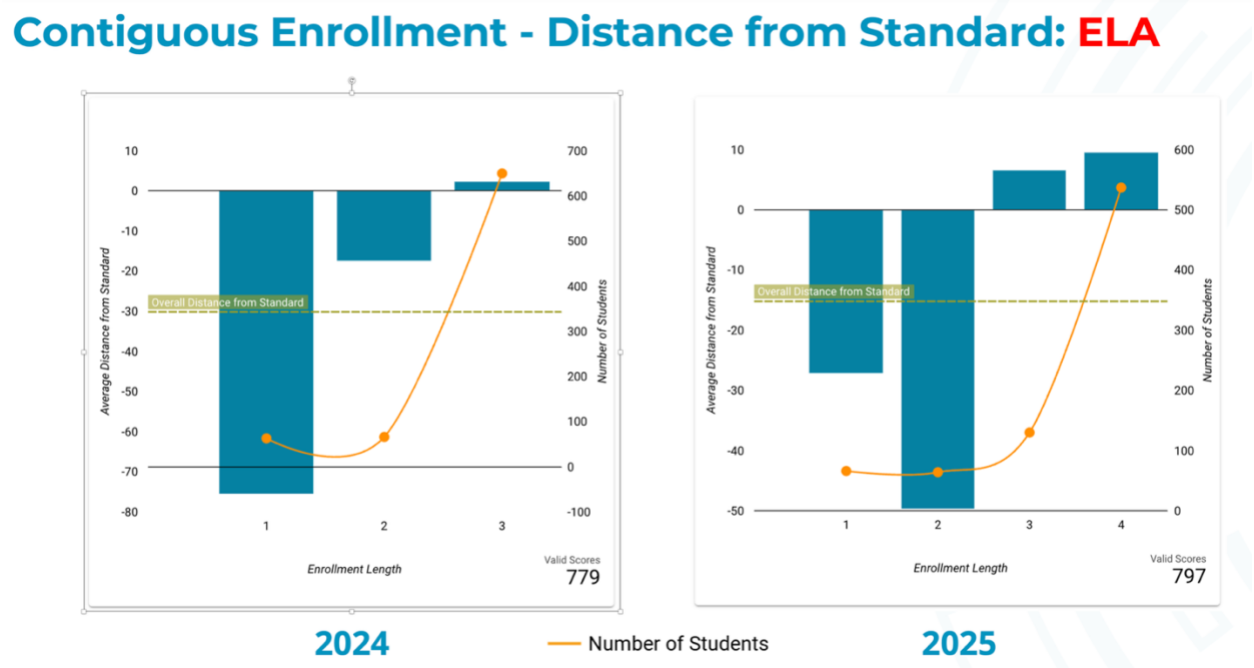
Math Homeless percentage met or exceeded on CAASPP





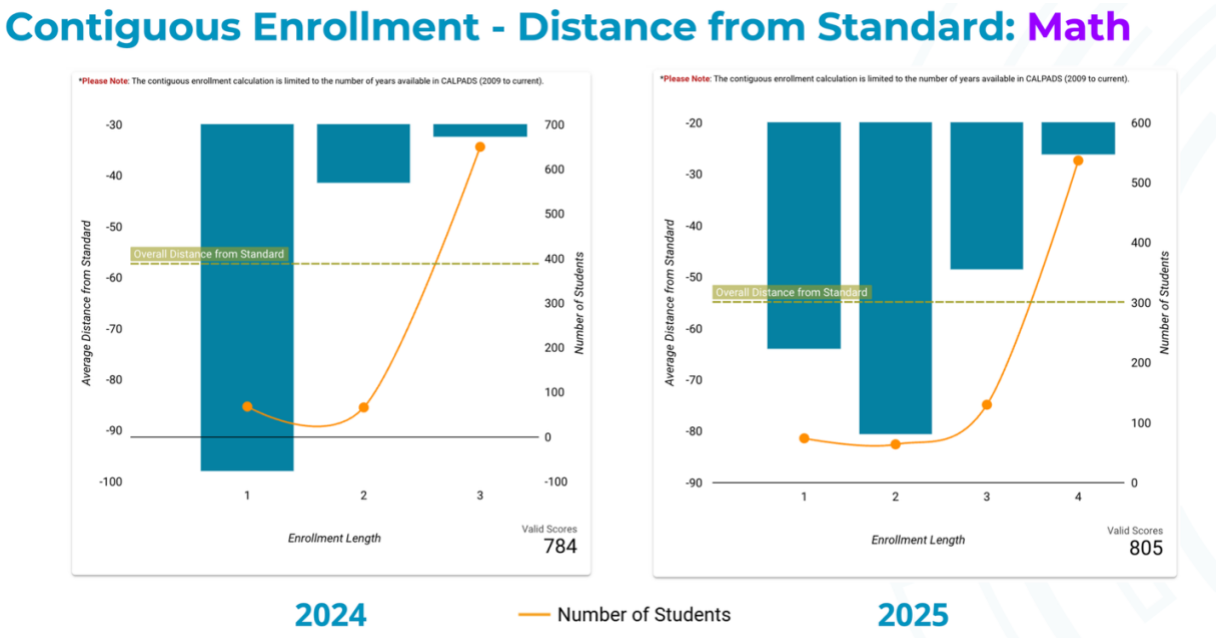
Homeless students at Mueller achieved a CAASPP Math proficiency rate of 27.27% in 2024-25 and 35.29% in 2023-24, both well above the state averages of 17.58% and 16.32%. Mueller's rate exceeded the state average by roughly 10 to 19 percentage points in both years, demonstrating strong math outcomes for this student group.

Contiguous Enrollment ELA Data



Mueller's contiguous enrollment data show a clear, positive relationship between time enrolled at the school and ELA achievement. In both 2024 and 2025, students' average distance from standard improved steadily with each additional year of enrollment, climbing from well below standard in year one to above standard by year three in 2024 and by years three and four in 2025 demonstrating that Mueller's instructional model drives sustained academic growth the longer students remain enrolled.

Contiguous Enrollment Math Data



Mueller's contiguous enrollment data show the same positive growth pattern in Math. In both 2024 and 2025, students' average distance from standard improved substantially with each additional year of enrollment, narrowing from roughly -85 points in year one to approximately -35 points by the final enrollment year shown, reflecting consistent, compounding academic growth for students who remain at Mueller over time.

Similar School Comparisons ELA

The following rankings include schools with similar demographics to Mueller and were identified applying the following filters: K-12, 65%-95% SED, 0%-20% SWD, 25%-55% ELs.

All Students, ELA

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	ELA	All Students	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Green	1.2	1.2	6.5	796	null	1,538
2.	2025	ELA	All Students	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Green	-3.1	-3.1	5.1	275	null	524
3.	2025	ELA	All Students	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-7.3	-7.3	2.5	972	null	1,845
4.	2025	ELA	All Students	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Yellow	-27	-27	17.8	119	null	251
5.	2025	ELA	All Students	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-30.1	-30.1	1.8	267	null	535
6.	2025	ELA	All Students	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Yellow	-58.2	-58.2	3.4	141	null	256
7.	2025	ELA	All Students	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Oran...	-62.6	-62.6	-9.1	602	null	1,266
8.	2025	ELA	All Students	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	Yellow	-63.4	-63.4	16.8	192	null	667
9.	2025	ELA	All Students	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-87	-87	11.3	271	null	649

Among comparable schools statewide serving similar student populations (K-12, 65%-95% Socioeconomically Disadvantaged, 0%-20% Students with Disabilities, and 25%-55% English Learners), Mueller ranked #1 in ELA performance for All Students in 2025, posting a Distance from Standard of +1.2, the only school in the comparison group to score above standard.

Students with Disabilities, ELA

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	ELA	Students wit...	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Oran...	-71.2	-71.2	6.7	49	90	524
2.	2025	ELA	Students wit...	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Red	-84.2	-84.2	-2.7	82	156	1,538
3.	2025	ELA	Students wit...	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	-	-100.9	-100.9	7.5	28	33	251
4.	2025	ELA	Students wit...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-112.4	-112.4	9.9	109	178	1,845
5.	2025	ELA	Students wit...	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Oran...	-115.8	-115.8	7.1	141	245	1,266
6.	2025	ELA	Students wit...	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	-	-122.6	-122.6	-17.7	18	30	256
7.	2025	ELA	Students wit...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	-	-131	-131	-11.9	33	47	535
8.	2025	ELA	Students wit...	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-138.3	-138.3	15.6	37	83	649
9.	2025	ELA	Students wit...	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	Red	-138.7	-138.7	-15.3	35	100	667

Among comparable schools, Mueller ranked #2 of 9 in ELA performance for Students with Disabilities in 2025, outperforming six of the eight other comparison schools and demonstrating that Mueller's results for this subgroup are competitive among schools serving similar student populations.

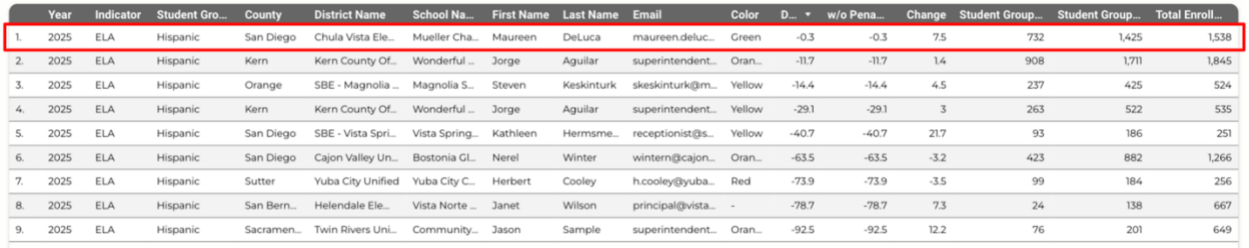
English Learners, ELA



	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	ELA	English Learn...	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Yellow	-30.6	-30.6	10.1	468	638	1,538
2.	2025	ELA	English Learn...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Yellow	-35.2	-35.2	6.3	422	486	1,845
3.	2025	ELA	English Learn...	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Oran...	-40.1	-40.1	2.7	122	137	524
4.	2025	ELA	English Learn...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-53.2	-53.2	1.5	162	226	535
5.	2025	ELA	English Learn...	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Oran...	-71.8	-71.8	16.2	32	63	251
6.	2025	ELA	English Learn...	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Oran...	-82.5	-82.5	7.1	66	95	256
7.	2025	ELA	English Learn...	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-111.8	-111.8	7	107	199	649
8.	2025	ELA	English Learn...	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Red	-115.1	-115.1	-15.9	268	422	1,266
9.	2025	ELA	English Learn...	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	-	-117.9	-117.9	32.4	32	177	667

Among comparable schools, Mueller ranked #1 in ELA performance for English Learners in 2025, leading all nine schools in the comparison group with a Distance from Standard of -30.6.

Hispanic, ELA



	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	ELA	Hispanic	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Green	-0.3	-0.3	7.5	732	1,425	1,538
2.	2025	ELA	Hispanic	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-11.7	-11.7	1.4	908	1,711	1,845
3.	2025	ELA	Hispanic	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Yellow	-14.4	-14.4	4.5	237	425	524
4.	2025	ELA	Hispanic	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Yellow	-29.1	-29.1	3	263	522	535
5.	2025	ELA	Hispanic	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Yellow	-40.7	-40.7	21.7	93	186	251
6.	2025	ELA	Hispanic	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Oran...	-63.5	-63.5	-3.2	423	882	1,266
7.	2025	ELA	Hispanic	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Red	-73.9	-73.9	-3.5	99	184	256
8.	2025	ELA	Hispanic	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	-	-78.7	-78.7	7.3	24	138	667
9.	2025	ELA	Hispanic	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-92.5	-92.5	12.2	76	201	649

Among comparable schools, Mueller ranked #1 in ELA performance for Hispanic students in 2025, leading all nine schools in the comparison group with a Distance from Standard of -0.3 essentially at standard and far ahead of the next closest comparison school.

Similar School Comparisons Math

The following rankings include schools with similar demographics to Mueller and were identified applying the following filters: K-12, 65%-95% SED, 0%-20% SWD, 25%-55% ELs.

All Students, Math

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	MATH	All Students	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Yellow	-26	-26	10.5	277	null	524
2.	2025	MATH	All Students	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Oran...	-37.6	-37.6	1.2	804	null	1,538
3.	2025	MATH	All Students	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-58.5	-58.5	2.3	977	null	1,845
4.	2025	MATH	All Students	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Yellow	-65.7	-65.7	6.5	121	null	251
5.	2025	MATH	All Students	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-81.3	-81.3	-16	269	null	535
6.	2025	MATH	All Students	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Red	-102.9	-102.9	-11.5	611	null	1,266
7.	2025	MATH	All Students	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Red	-106.6	-106.6	-5.9	141	null	256
8.	2025	MATH	All Students	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	Oran...	-130.4	-130.4	12.1	191	null	667
9.	2025	MATH	All Students	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Red	-140.8	-140.8	-1.7	275	null	649

Among comparable schools, Mueller ranked #2 of 9 in Math performance for All Students in 2025, trailing only one other school in the comparison group and outperforming seven of the eight remaining schools.

Students with Disabilities, Math

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	MATH	Students wit...	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Yellow	-84.1	-84.1	12.6	49	90	524
2.	2025	MATH	Students wit...	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Red	-135.5	-135.5	-10.1	82	156	1,538
3.	2025	MATH	Students wit...	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	-	-140.9	-140.9	15.2	28	33	251
4.	2025	MATH	Students wit...	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Oran...	-146.4	-146.4	5.5	140	245	1,266
5.	2025	MATH	Students wit...	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-157.6	-157.6	31.7	36	83	649
6.	2025	MATH	Students wit...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	-	-160.2	-160.2	-10.2	32	47	535
7.	2025	MATH	Students wit...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Red	-161.2	-161.2	1.5	109	178	1,845
8.	2025	MATH	Students wit...	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	-	-174.1	-174.1	-0.1	18	30	256
9.	2025	MATH	Students wit...	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	-	-185.3	-185.3	10	34	100	667

Among comparable schools, Mueller ranked #2 of 9 in Math performance for Students with Disabilities in 2025, outperforming seven of the eight other comparison schools and reflecting solid relative standing for this subgroup even as it remains a continued area of focus.

English Learners, Math

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	MATH	English Learn...	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Oran...	-54.7	-54.7	1.3	475	638	1,538
2.	2025	MATH	English Learn...	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Yellow	-56.9	-56.9	6	124	137	524
3.	2025	MATH	English Learn...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-85.4	-85.4	-3.5	427	486	1,845
4.	2025	MATH	English Learn...	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Red	-100.1	-100.1	-15.8	164	226	535
5.	2025	MATH	English Learn...	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Red	-112.3	-112.3	-6.6	34	63	251
6.	2025	MATH	English Learn...	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Red	-128.3	-128.3	-6.4	66	95	256
7.	2025	MATH	English Learn...	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Red	-143.3	-143.3	0.9	111	199	649
8.	2025	MATH	English Learn...	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Red	-145.9	-145.9	-17.6	278	422	1,266
9.	2025	MATH	English Learn...	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	-	-180.9	-180.9	13.4	32	177	667

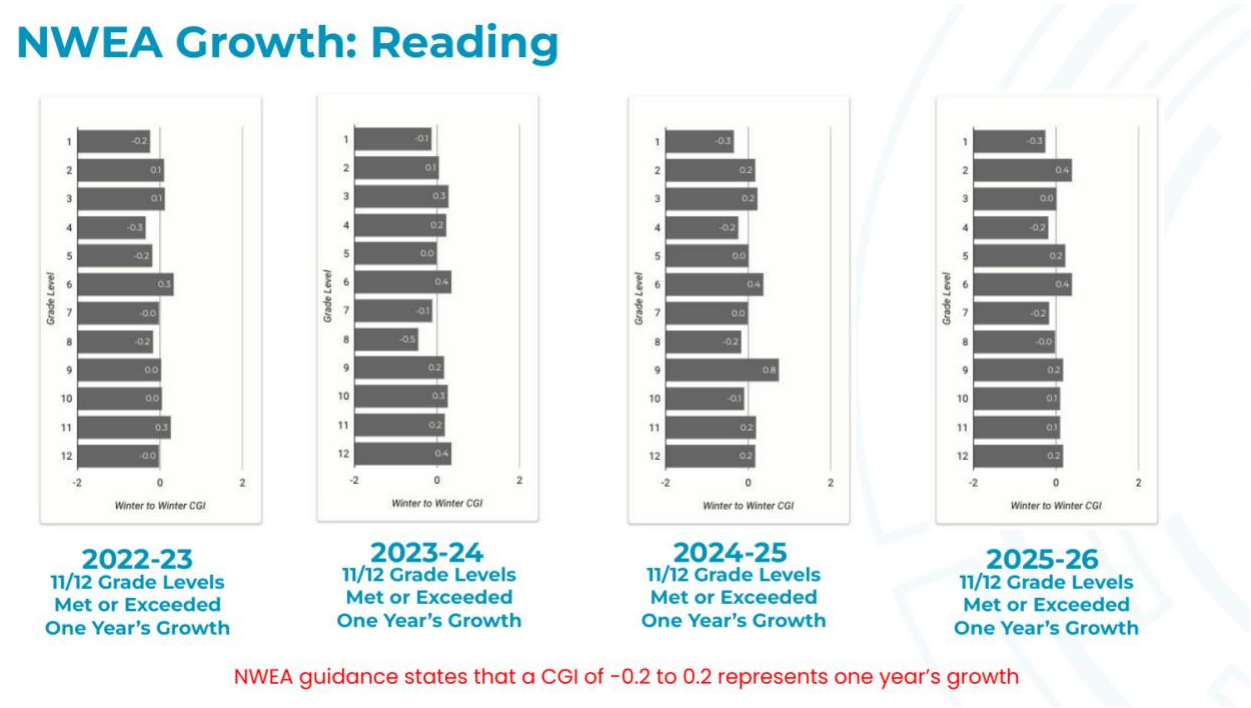
Among comparable schools, Mueller ranked #1 in Math performance for English Learners in 2025, leading all nine schools in the comparison group with a Distance from Standard of -54.7.

Hispanic, Math

	Year	Indicator	Student Gro...	County	District Name	School Na...	First Name	Last Name	Email	Color	D...	w/o Pena...	Change	Student Group...	Student Group...	Total Enroll...
1.	2025	MATH	Hispanic	Orange	SBE - Magnolia ...	Magnolia S...	Steven	Keskinturk	skeskinturk@m...	Yellow	-37.6	-37.6	13.4	239	425	524
2.	2025	MATH	Hispanic	San Diego	Chula Vista Ele...	Mueller Cha...	Maureen	DeLuca	maureen.deluc...	Oran...	-40	-40	1.9	739	1,425	1,538
3.	2025	MATH	Hispanic	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-64	-64	0.9	912	1,711	1,845
4.	2025	MATH	Hispanic	San Diego	SBE - Vista Spri...	Vista Spring...	Kathleen	Hermsme...	receptionist@s...	Yellow	-79.7	-79.7	3.1	95	186	251
5.	2025	MATH	Hispanic	Kern	Kern County Of...	Wonderful ...	Jorge	Aguilar	superintendent...	Oran...	-80.9	-80.9	-14.2	265	522	535
6.	2025	MATH	Hispanic	San Diego	Cajon Valley Un...	Bostonia Gl...	Nerel	Winter	wintern@cajon...	Red	-99.9	-99.9	-4.9	430	882	1,266
7.	2025	MATH	Hispanic	Sutter	Yuba City Unified	Yuba City C...	Herbert	Cooley	h.cooley@yuba...	Red	-121.1	-121.1	-7.7	99	184	256
8.	2025	MATH	Hispanic	Sacramen...	Twin Rivers Uni...	Community...	Jason	Sample	superintendent...	Oran...	-150.9	-150.9	15.4	78	201	649
9.	2025	MATH	Hispanic	San Bern...	Helendale Ele...	Vista Norte ...	Janet	Wilson	principal@vista...	-	-158.7	-158.7	-14.3	24	138	667

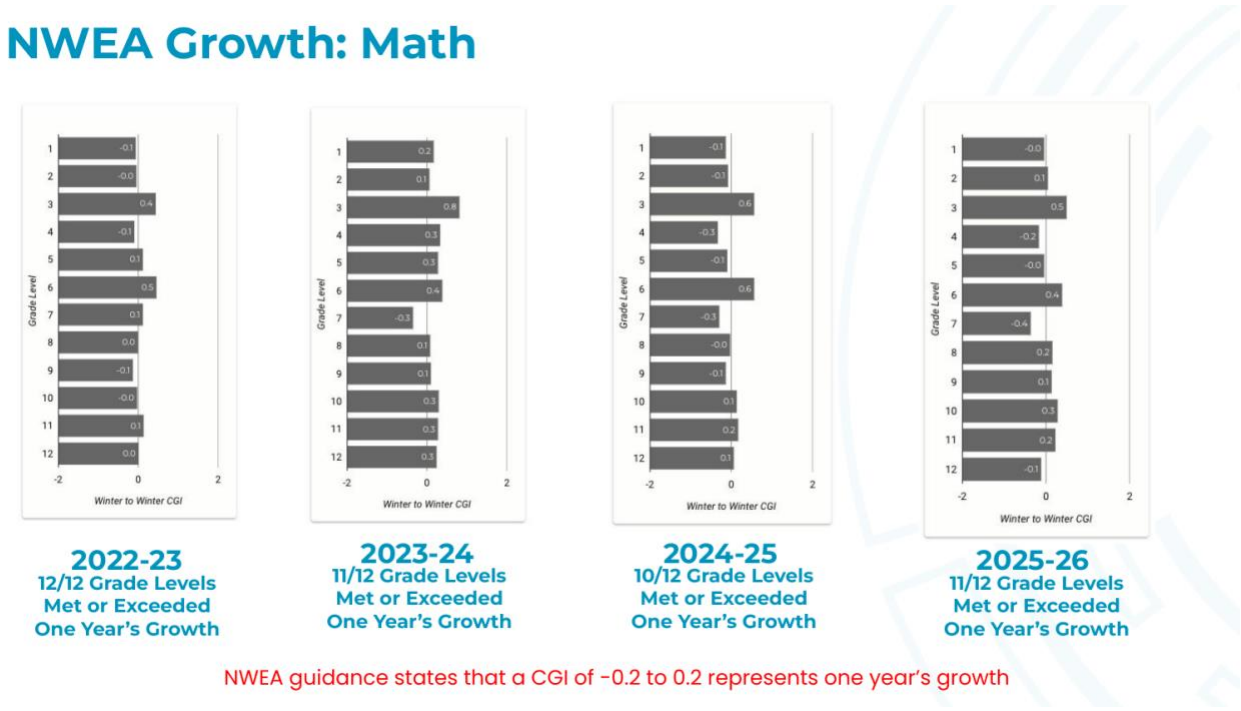
Among comparable schools, Mueller ranked #2 of 9 in Math performance for Hispanic students in 2025, trailing only one other school and outperforming seven of the eight remaining comparison schools.

NWEA Measure of Academic Progress



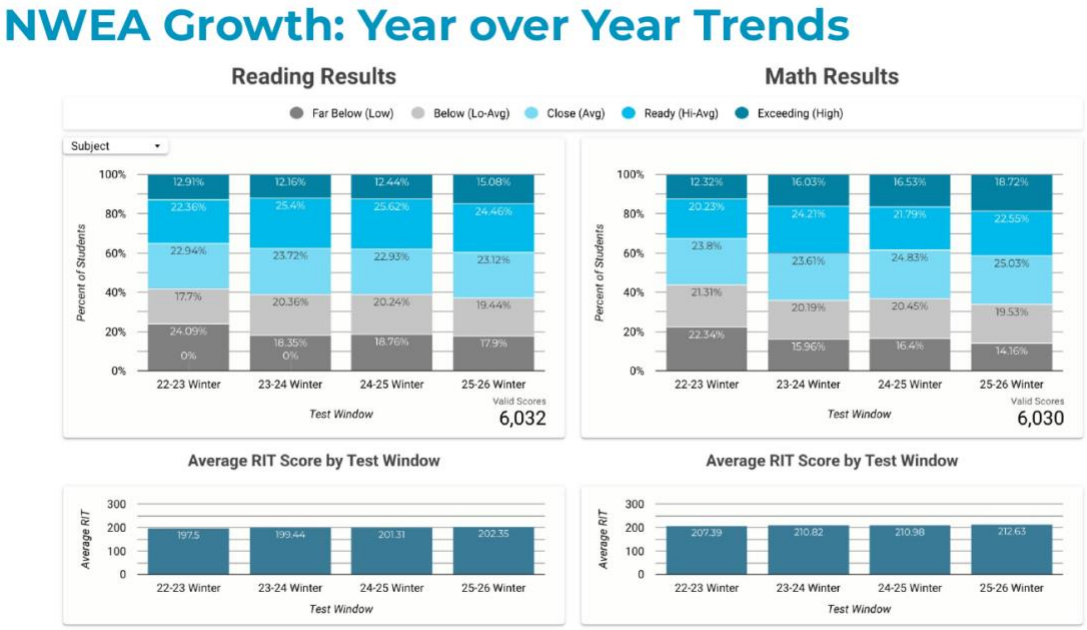
Mueller's NWEA Winter-to-Winter reading growth data show a remarkably consistent pattern across the past four school years. Every year from 2022-23 through 2025-26, 11 of Mueller's 12 grade levels met or exceeded a full year's expected reading growth. This sustained, near universal growth attainment across four consecutive years demonstrates the reliability and effectiveness of Mueller's reading instruction at nearly every grade level.

Looking at individual grade levels over the same four-year period, nine of Mueller's twelve grade levels, 2nd, 3rd, 5th, 6th, 7th, 9th, 10th, 11th, and 12th, met or exceeded a full year's reading growth in all four of the past four school years. Fourth and eighth grade met the growth benchmark in three of the four years, and first grade met it in two of the four years, highlighting the specific grade levels where Mueller continues to prioritize targeted reading support.



Mueller's NWEA Winter-to-Winter math growth data show strong, sustained attainment across four years, all 12 grade levels met or exceeded a full year's math growth in 2022-23, followed by 11 of 12 in 2023-24, 10 of 12 in 2024-25, and 11 of 12 in 2025-26. Even with modest year-to-year fluctuation, the large majority of grade levels have consistently met or exceeded expected math growth every year, reflecting Mueller's ongoing commitment to strong math instruction.

Across individual grade levels over the same four-year period, ten of Mueller's twelve grade levels, 1st, 2nd, 3rd, 5th, 6th, 8th, 9th, 10th, 11th, and 12th, met or exceeded a full year's math growth in all four of the past four school years. Fourth grade met the benchmark in three of the four years, while seventh grade has been identified as a focus area for targeted math growth support going forward.



Mueller's four-year NWEA trend data show consistent, compounding gains in both subjects. In Reading, the percentage of students in the two lowest proficiency bands (Far Below and Below) declined from 41.8% in Winter 2022-23 to 37.3% in Winter 2025-26, while the percentage in the two highest bands (Ready and Exceeding) grew from 35.3% to 39.5% over the same period. Mueller's average Reading RIT score rose steadily each year, from 197.5 in 2022-23 to 202.35 in 2025-26, a gain of nearly 5 points. In Math, the gains were even more pronounced, the percentage of students in the two lowest bands fell from 43.7% to 33.7%, while the percentage in the two highest bands climbed from 32.6% to 41.3%. Mueller's average Math RIT score increased from 207.39 in 2022-23 to 212.63 in 2025-26, a gain of over 5 points. Together, these four-year trends demonstrate that Mueller students are not only meeting annual growth targets but are moving into higher proficiency bands over time in both Reading and Math.

Taken as a whole, MCS Dashboard performance, local indicator results, academic growth data, enrollment trends, all demonstrate that MCS's continues to provide a substantial educational benefit to its students and the community it serves. MCS respectfully requests that the District renew its charter for the term and on the terms applicable to its CDE-confirmed performance category, consistent with Education Code Section 47607.2.

ELEMENT ONE: Educational Program

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).

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

Mueller and Bayfront provide a seamless TK-12 educational continuum designed to prepare students for success in college, career, leadership, and civic life. The Charter School is committed to ensuring that all students, regardless of background, language proficiency, disability, or socioeconomic status, have access to a rigorous academic program, meaningful opportunities for participation, and comprehensive support systems that promote both academic achievement and personal growth.

Mueller Charter School's educational program is founded in fostering resilience and built on three core principles that guide decision-making, instructional design, school culture, and student support services:

1. High Expectations
2. Caring and Support
3. Meaningful Opportunities for Participation

These principles are reflected throughout the Charter School's curriculum, instructional practices, leadership opportunities, family engagement efforts, intervention systems, and college and career readiness programs.

The Charter School's educational model is intentionally designed to support the development of the whole child by fostering academic excellence, leadership, character development, civic responsibility, social-emotional wellness, and lifelong learning. Student success is measured not only through academic outcomes, but also through growth in leadership, resilience, citizenship, creativity, collaboration, communication, and self-direction.

The Charter School aligns its educational program with California's State Priorities, the Common Core State Standards, California English Language Development ("ELD") Standards, Next Generation Science Standards, History-Social Science Framework, and the remaining State Content Standards (collectively referred to as "State Standards"). Through continuous improvement, innovation, and collaboration with educational partners, the Charter School seeks to ensure that every student graduates prepared to thrive in an increasingly complex and interconnected world.

Mission, Vision, and Educational Philosophy

Mission

Mueller Charter School, an innovative, nurturing, and diverse community, raises and empowers the leaders of tomorrow on the pillars of academic rigor, personal integrity, and civic responsibility. Our mission is to support these future leaders to love to learn and to respect others through a commitment between students, parents, and staff.

The Charter School believes it has the ability, responsibility, opportunity, and obligation to continually improve educational opportunities for students, challenge traditional assumptions, remove barriers to student success, and create learning environments that inspire excellence and innovation.

Bayfront Charter High School extends this mission by illuminating multiple pathways toward each student's college, career, and life aspirations through a culture of high expectations, caring relationships, and meaningful opportunities for participation.

Vision

"Our Students Will Change the World"

The Charter School's vision reflects a belief in the limitless potential of every student. The vision assumes that all students, when provided with rigorous academic opportunities, meaningful relationships, comprehensive support systems, and access to diverse learning experiences, can become productive, engaged, and influential members of society.

The vision challenges educators, families, and community members to see every student not only for who they are today, but also for who they can become. It reflects the Charter School's commitment to cultivating future leaders, innovators, professionals, artists, entrepreneurs, public servants, and community members who will positively impact their families, communities, and the world.

Cultural Attributes

- A belief that our students are capable of extraordinary accomplishment.
- A commitment to the notion of continuous organizational improvement.
- A reverence for the power of innovative ideas that can launch 'great brilliance.'

Educational Philosophy

The Charter School's educational philosophy is grounded in the belief that every student can achieve at high levels when provided with rigorous instruction, meaningful support, and opportunities to contribute to their learning community. Mueller is committed to creating learning environments that foster intellectual curiosity, creativity, resilience, collaboration, and personal responsibility while maintaining high academic expectations for all learners. Mueller Charter School believes:

- Learning occurs best when students are challenged, supported, and actively engaged.
- Strong relationships between students, families, educators, and the community are essential to student success.
- Academic achievement and whole-child development are equally important outcomes of schooling.
- Students learn best when instruction is personalized, relevant, and responsive to their individual needs.
- Leadership, character, and civic responsibility should be intentionally developed alongside academic skills.
- Innovation, reflection, and continuous improvement are necessary to meet the changing needs of students and society.

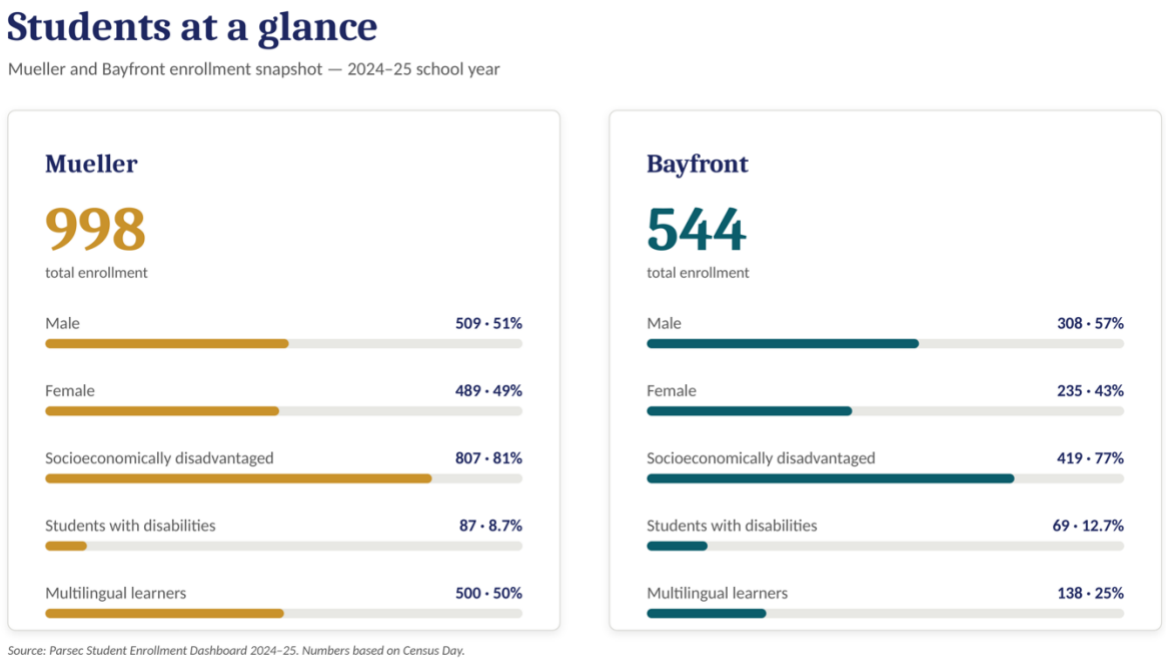
Students Served

The Charter School serves a diverse population of students representing a broad range of cultural, linguistic, academic, and socioeconomic backgrounds. The Charter School welcomes all students who wish to enroll and does not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, sexual orientation, disability, academic performance, or any other protected characteristic.

Mueller, by design, exists to serve the demographics of our own community. Approximately 80% of our students live within walking distance of Mueller Charter School. Some 79% qualify for free or reduced lunch, and over half the children enrolled in regular education are Title 1 students. Currently, 41% of our students are English Learners. More than 10% qualify for an Individualized Education Plans and receive support services through our Special Education program. Family mobility continues to be a challenge with a turnover rate that at times exceeds 20%.
The demographics for students attending Bayfront Charter High School are slightly different. While about 70% come from MCLA, our high school students come from nearly 20 different

area middle schools in search of a smaller, more personalized high school experience. 10% of 9th through 12th grade students at Bayfront qualify for an Individualized Education Plan.

Programs, services, interventions, and support systems are intentionally designed to ensure equitable access to educational opportunities and to eliminate barriers that may interfere with student success.



Schoolwide Learner Outcomes

The Charter School's educational program is designed to cultivate students who are academically prepared, socially responsible, and equipped to lead meaningful lives.
Mueller Charter School and educational partners developed learner outcomes aligned to the school's mission and vision. Local Control and Accountability Plan (**LCAP**) Goals were developed to align with Student Learner Outcomes and encompass the eight state priorities.
Goal 1: Students will demonstrate progress toward mastery of all grade level standards by any academic measure.
Goal 2: Students will have access to a comprehensive TK-12 system of services that promote socio-emotional, psychological and physical health and well-being
Goal 3: Mueller and Bayfront will integrate experiential learning opportunities TK-12 to further college and career readiness and exposure to STEAM through partnerships and community engagement within the school day and beyond.
Goal 4: Educational Partners will increasingly advocate for the mission of the charter through an equity lens in which we promote student, parent and community voice as a community school.

The Charter School measures progress toward its Schoolwide Learner Outcomes using multiple indicators of academic achievement and whole-child development. Evidence may include classroom assessments, performance tasks, research projects, writing samples, presentations, academic discussions, group projects, leadership activities, service-learning experiences, student reflections, attendance and engagement data, postsecondary planning milestones, community service, and demonstrations of character and citizenship.

These measures are regularly reviewed as part of the Charter School's continuous improvement process to ensure students are developing the critical thinking, communication, collaboration, leadership, and lifelong learning skills necessary for success in college, career, and civic life.

Student Achievement

Our mission requires sustained, high expectations from all educational partners, innovative programs and interventions, reliable metrics and systems to monitor student progress, and strong instructional strategies that reach every learner.

In addition, the Charter School has developed a TK-12 learning continuum for children through its three distinct programs. This continuum is especially effective in promoting 21st Century skills, technology, and college and career preparedness.

Trends in achievement and our overall progress toward achieving our mission, are described in the Introduction to this charter petition.

TK-12 Educational Program Design

The Charter School provides a comprehensive TK-12 educational program designed to support the academic, social-emotional, leadership, and college and career readiness development of all students. Through two campuses serving distinct grade spans, the Charter School offers a continuous educational pathway that prepares students for success in postsecondary education, the workforce, and civic life.

The educational program is intentionally designed to promote academic excellence while fostering the development of the whole child. Across all grade levels, students are provided rigorous instruction, personalized support, meaningful leadership opportunities, and access to a wide range of enrichment experiences that cultivate critical thinking, collaboration, creativity, communication, and civic responsibility.

The Charter School's TK-12 model is built upon a foundation of high expectations, caring and support, and meaningful opportunities for participation. These principles are reflected throughout the instructional program and provide continuity across both campuses.

Curriculum, Instruction, and Implementation of State Standards

The Charter School provides a rigorous, standards-aligned educational program that prepares students for success in college, career, leadership, and civic life while supporting the development of the whole child. Instruction is designed to be engaging, relevant, and differentiated to meet the diverse needs of learners while maintaining high expectations for all students. Curriculum, instructional materials, assessments, and teaching practices are regularly

reviewed to ensure alignment with state standards, educational research, student needs, and the Charter School's mission. Implementation of state-adopted and supplemental instructional resources is supported through professional learning, collaborative planning, instructional coaching, data analysis, and continuous improvement processes to ensure equitable access to high-quality instruction for all students.

21st Century Learners

An educated person in the twenty-first century possesses both strong academic competencies and the personal attributes necessary to thrive in a rapidly changing global society.

Students must develop proficiency in reading, writing, mathematics, science, technology, communication, and critical thinking. These foundational skills provide the basis for continued learning and success in college, career, and civic life.

Academic proficiency alone is insufficient preparation for the future. A successful individual must also possess the ability to adapt, collaborate, solve complex problems, communicate effectively, and contribute positively to society. Mueller Charter School develops students who demonstrate:

Academic Competencies

- Strong literacy and communication skills;
- Mathematical reasoning and problem-solving abilities;
- Scientific inquiry and analytical thinking;
- Technological fluency and digital citizenship;
- Research, information literacy, and media literacy skills.

Leadership and Personal Development

- Integrity and personal responsibility;
- Self-motivation and self-direction;
- Goal setting and reflection;
- Perseverance and resilience;
- Confidence and self-awareness.
- Resiliency, balance, and inner peace.

Collaboration and Civic Responsibility

- Respect for others and appreciation of diversity;
- Effective collaboration and teamwork;
- Service to the community;
- Ethical decision-making;
- Civic engagement and social responsibility.

Innovation and Creativity

- Curiosity and lifelong learning;

- Creativity and innovation;
- Entrepreneurial thinking;
- Adaptability and flexibility;
- Strategic and critical thinking.

Elementary Program
Mueller Charter School serves students in Transitional Kindergarten through Grade 6 and provides a comprehensive educational program focused on foundational academic skills, leadership development, social-emotional growth, and preparation for high school success.

The Charter School shall adhere to the classroom size, adult to student ratio, and teacher qualification requirements for TK, as set forth in Education Code Section 48000(g).

The TK-6 program is designed to create engaging learning environments where students develop strong literacy and mathematics skills while also exploring science, history-social science, visual and performing arts, physical education, technology, and leadership.

Students participate in standards-based instruction aligned with California academic standards while engaging in opportunities that foster creativity, collaboration, problem solving, and civic engagement.

The Charter School's extended instructional calendar and extended learning opportunities provide additional time for intervention, enrichment, project-based learning, leadership development, and academic acceleration.

Multi-Age Classrooms
As part of its commitment to innovation and personalized learning, the Charter School offers multi-age classroom opportunities at selected grade levels.

Multi-age classrooms provide heterogeneous learning environments in which students of different ages and developmental levels learn together within a standards-based instructional framework.

The Charter School believes multi-age learning environments promote:

- Personalized learning pathways;
- Academic acceleration and support based on student readiness;
- Leadership opportunities for older students;
- Increased collaboration and peer mentoring;
- Stronger classroom communities;
- Social-emotional growth.

Students remain accountable for achieving grade-level standards and participate in rigorous instruction aligned with California academic expectations.

When appropriate, multi-age placements may include looping opportunities that allow students to remain with the same teacher and peer group for more than one academic year, strengthening relationships and instructional continuity.

Middle School Program
Mueller Charter Leadership Academy (MCLA) serves students in grades seven and eight and represents a distinctive middle school program focused on academic excellence, leadership development, environmental education, and preparation for advanced high school opportunities.

MCLA provides an accelerated college-preparatory experience that challenges students academically while fostering leadership, civic responsibility, and personal growth.

Students participate in departmentalized instruction and engage in rigorous coursework aligned with California standards and high school readiness expectations. Students are encouraged to develop habits of scholarship, responsibility, and self-advocacy that prepare them for success in high school and beyond.

A signature component of MCLA is its partnership with the Living Coast Discovery Center.

Through this partnership, students engage in authentic environmental learning experiences that connect classroom instruction to real-world applications.

Students have opportunities to:

- Participate in field-based science investigations;
- Explore environmental stewardship;
- Engage in project-based learning experiences;
- Connect with community scientists and environmental professionals;
- Develop awareness of local ecosystems and conservation efforts.

These experiences deepen student engagement while supporting the development of scientific inquiry, problem-solving, and environmental responsibility.

High School Program
Bayfront Charter High School serves students in grades 9 through 12 through a personalized, college-preparatory educational program that prepares graduates for success in college, career, and life.

As a fully accredited high school, Bayfront provides rigorous academic coursework aligned with University of California and California State University admission requirements while maintaining a supportive environment characterized by strong relationships and individualized attention.

The high school program is designed to provide students with multiple pathways toward postsecondary success and includes opportunities for advanced coursework, dual enrollment, leadership development, career exploration, and community engagement.

Bayfront's educational program emphasizes:

- College readiness;
- Career readiness;
- Leadership development;
- Academic rigor;
- Student voice and participation;
- Personalized support systems;
- Civic engagement and service.

Students are encouraged to explore their interests, talents, and future aspirations while developing the academic and personal skills necessary for lifelong success.

Bayfront School Profile 2025-2026 (Appendix A)

Transferability of Courses and Graduation Requirements
Bayfront Charter High School has received a six-year accreditation from the Western Association of Schools and Colleges ("WASC") through June 30, 2029.

Beginning in the student's first year of high school enrollment, Bayfront informs parents and students of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through the following practices:

- **Master Course Catalog**. Bayfront publishes an annual course catalog that identifies, for every high school course offered, whether the course has been submitted to and approved by the University of California as meeting "A-G" college entrance requirements, and whether the course is UC/CSU transferable. The catalog is distributed to all students and parents/guardians at the start of each school year and is posted on the school's website.

- **Annual Course Selection Conferences**. Prior to each year's course registration, school counselors meet individually with each student (and, upon request, their parent/guardian) to review the student's four-year academic plan, explain how each planned course aligns with A-G and graduation requirements, and flag any course that is elective-only or non-transferable so families can make an informed choice.

- **New and Transferring Student Orientation**. Students who enroll at Bayfront after 9th grade, or who plan to transfer to another public high school, receive an individualized transcript review with a counselor that identifies how completed Bayfront coursework will be credited at the receiving school.

- **Written Notice in the Student/Parent Handbook**. The annual Student/Parent Handbook includes a dedicated section explaining the A-G/UC transferability

designation system, how to read course descriptions for that designation, and who to contact with questions.

- **Ongoing Availability.** Course transferability and A-G status information is maintained on Bayfront's Website and UC Doorways-approved course list and is available on request from the counseling office throughout the school year.

Graduation requirements, which are summarized in the table below, are aligned with the minimum entry requirements of the University of California ("UC") and California State University ("CSU") systems. A total of 240 credits is needed to graduate.

Graduation requirements

Subject-area credit requirements for a Bayfront diploma

SUBJECT AREA	REQUIREMENT
English	4 years
History	3 years
Mathematics	3 years (4th year recommended)
Lab science	3 years
Language other than English	2 years (3rd year recommended)
Visual or performing arts	1 year
College preparatory elective	6 courses
Physical education	2 years

Bayfront Charter High School's (BCHS) core courses are approved by the UC. The courses completed at BCHS are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Early College and Dual Enrollment Programs
A hallmark of Bayfront Charter High School is its commitment to providing students with meaningful access to college-level coursework while still enrolled in high school including college and career access pathways.

Through partnerships with local institutions of higher education, students have opportunities to earn college credit, experience college-level expectations, and accelerate progress toward postsecondary goals.

The Charter School's Early College and Dual Enrollment programs are designed to:

- Increase college access and readiness;
- Reduce barriers to higher education;
- Promote academic confidence;
- Support first-generation college students;
- Create opportunities for accelerated learning.

Students may participate in dual enrollment opportunities that align with their academic interests, career goals, and postsecondary plans.

The Early College Program provides students with an opportunity to complete significant college coursework while simultaneously earning a high school diploma.

Students participating in the program engage in carefully sequenced coursework designed to support successful transition into higher education and provide substantial progress toward an associate degree or university transfer pathway.

The program exposes students to rigorous academic expectations while providing ongoing support from counselors, teachers, and college partners.

College and Career Readiness Program
Bayfront Charter High School provides a comprehensive college-preparatory educational program designed to ensure that students graduate prepared for success in postsecondary education and career pathways.

The high school curriculum is aligned with University of California (UC) and California State University (CSU) admission requirements and provides students access to rigorous coursework that supports college and career readiness.

Students are encouraged to pursue challenging academic programs that align with their interests, strengths, and postsecondary goals.

Bayfront offers opportunities for students to participate in:

- A-G approved coursework;
- Honors courses;
- Advanced Placement courses, as available;
- Dual Enrollment Courses through a College and Career Access (CCAP) Partnership with Southwestern College;
- Early College pathways;
- Career Technical Education opportunities;

A-G Curriculum and Graduation Requirements
Bayfront Charter High School maintains a course of study that supports completion of both high school graduation requirements and University of California/California State University A-G admission requirements.

The Charter School regularly reviews course offerings to ensure alignment with postsecondary expectations and evolving student needs.

Students receive academic advising and counseling services to assist with:

- Graduation planning;
- A-G completion;
- College admissions preparation;
- Financial aid awareness;
- Career exploration;
- Postsecondary transitions.

Annual Information on Course Requirements, Graduation, A-G Eligibility, College Admissions, and Postsecondary Opportunities

Bayfront informs parents and students annually regarding course requirements, graduation expectations, A-G eligibility, college admissions requirements, and postsecondary opportunities through the following practices:

- Annual Back-to-School Night. At the start of each school year, counseling staff present grade-level graduation and A-G requirements to parents and students, including any changes from the prior year, using the current Graduation Requirements chart and A-G course list.

- Individual Four-Year Academic Plan Review. Each student meets one-on-one with a counselor at least once annually to review progress toward graduation and A-G completion against their individualized four-year plan, identify any gaps, and discuss course selections for the following year.

- Annual Student/Parent Handbook Update. The Student/Parent Handbook, reissued each school year, includes a dedicated section listing subject-area graduation requirements, A-G eligibility criteria, and general college admissions requirements (UC/CSU minimum eligibility, standardized testing status, etc.).

- College and Career Readiness Presentations. Bayfront holds grade-specific college and career information sessions each year, beginning no later than 9th grade, covering postsecondary pathways (four-year university, community college, career/technical programs, military, and workforce entry) and the coursework and milestones associated with each.

- Senior Year College Application Support. In the fall of senior year, counseling staff conduct individual and small-group sessions on college application requirements, financial aid (FAFSA/CADAA), and postsecondary options, with follow-up meetings available through the application cycle.

- Digital and Written Notice. Graduation and A-G progress information is also communicated through the school's student information system (progress reports/transcripts) and posted on the school website, so families can review requirements and standing at any time during the year. The `Charter School complies with all applicable requirements related to notification of the transferability of courses to other public high schools and the eligibility of courses to meet college admission requirements.

English Language Arts and Literacy Program

The Charter School believes literacy is fundamental to academic success and college, career, and civic readiness. The English Language Arts program develops students' abilities to read critically, write effectively, communicate clearly, conduct research, analyze evidence, and apply literacy skills across all content areas. Instruction is aligned with the Common Core State Standards and emphasizes the integrated development of reading, writing, speaking, listening, and language skills.

In the elementary grades, literacy instruction focuses on foundational reading and writing skills, including phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language development. Students engage with a variety of literary and informational texts through reading, writing, discussion, and inquiry-based learning, while receiving targeted support as needed to become confident, independent readers and writers. All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

At the middle and high school levels, literacy instruction emphasizes close reading, analytical and research-based writing, academic vocabulary, media literacy, and effective communication. Students engage in rigorous reading, writing, discussion, and research tasks that promote critical thinking and are supported by disciplinary literacy practices integrated across all subject areas.

Curricular Focus: Literacy with an Emphasis on Writing
MCS has established and will continue to maintain a strong school-wide focus on literacy, with a special emphasis on writing. Features of our writing curriculum include the following:

- Writing as a vehicle for improving students' reading, speaking, listening, and overall communication skills;
- Writing across all curriculum areas;
- Writing as a form of leadership;
- Daily opportunities for students to develop and demonstrate their voice through formal, informal, creative, and critical writing styles;
- Opportunities to write for a variety of audiences, for a variety of purposes, through the use of multiple genres and multiple languages;
- Multimedia technology used as a tool for effective writing and communication;
- Opportunities for students to showcase their writing through student publications and anthologies, writing contests, participation in student journalism, original student productions and performances, poets in residence, and visiting authors;
- Writing to address grade-level standards, as measured by established rubrics and anchor papers and evidenced on standards-based report cards and student portfolios;
- Professional development and training to improve writing instruction for all staff;
- Implementation of a model that promotes academic and effective writing for students who are English Learners.

Writing is seen as a vehicle for improving students' reading, speaking, listening, and overall communication skills. Writing occurs across all curriculum areas. Writing instruction in all grades is based on six research-based, high-leverage Academic Literacy Practices:

- Teach genre writing as a process;
- Build on students' backgrounds;
- Model writing for and with students;
- Develop academic oral language;
- Teach grammar and vocabulary explicitly and in context;
- Publish and celebrate student writing.

Text types are organized into genre families. During ELA and ELD, students are learning to write; in other content areas, students are writing to learn. Beginning in transitional kindergarten, teachers in every grade guide students through the writing process so that students become independent writers who can write on demand for a variety of audiences and purposes, including opinion/argument pieces, informative/explanatory texts, and narratives.

Students write routinely over extended time frames allowing time for research, reflection, and revision. They also write over shorter time frames, a single sitting or a day or two, for a range of tasks, purposes, and audiences. Students write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Language frames are provided to ensure access for all students, and multimedia technology is used as a tool for effective writing and communication.

Analytic rubrics are used to monitor students' growth in writing. Students are given pre- and post-prompts to examine progress, and additive feedback is provided during conferencing with students.

Instructional Practices for All Learners

The Charter School is committed to ensuring equitable access to high-quality instruction for all students.

Teachers utilize a variety of instructional approaches designed to support diverse learning needs, including:

- Differentiated instruction;
- Small-group instruction;
- Flexible grouping;
- Project-based learning;
- Inquiry-based learning;
- Collaborative learning;
- Direct instruction;
- Universal Design for Learning principles;
- Technology-enhanced instruction;
- Intervention and enrichment opportunities.

Instructional decisions are informed by multiple measures of student performance, including classroom assessments, state assessments, benchmark assessments, observations, student work, and progress monitoring data.

Teachers regularly analyze data to identify student strengths, address learning gaps, monitor growth, and refine instructional practices.

The Charter School is committed to providing all students, including English Learners, students with disabilities, academically advanced students, and students requiring intervention, with access to rigorous, meaningful, and appropriately challenging learning experiences.

Through the implementation of high-quality curriculum, standards-based instruction, effective assessment practices, and responsive support systems, the Charter School seeks to ensure that every student achieves academic success and develops the skills necessary to thrive in college, career, leadership, and life.

Assessment, Accountability, and Achievement
The Charter School is committed to maintaining a comprehensive assessment and accountability system that measures student achievement, monitors individual growth, informs instructional decision-making, and supports continuous improvement across all grade levels.

Assessment is not viewed solely as a measure of achievement, but as a tool that supports student growth, self-reflection, goal setting, and continuous improvement, it is purposeful, meaningful, and directly connected to improving teaching and learning.

Assessment information is used to:

- Monitor student progress toward academic standards;
- Measure growth over time;
- Inform instructional planning and differentiation;
- Identify students requiring intervention or enrichment;
- Evaluate program effectiveness;
- Guide resource allocation and professional learning;
- Support continuous organizational improvement;
- Communicate progress to students and families.

The Charter School maintains a balanced assessment system that includes state assessments, local benchmark assessments, classroom-based assessments, performance tasks, progress monitoring measures, and indicators of whole-child development.

Mueller Charter School's assessment philosophy is guided by the following principles:

- Assessment should support learning, not simply measure it.
- Students should understand learning goals and success criteria.
- Assessment should provide timely and actionable feedback.
- Multiple measures should be used to evaluate student progress.
- Assessment should recognize both achievement and growth.
- Students should actively participate in monitoring their own learning.
- Assessment data should inform instructional decision-making.
- Assessment practices should support equitable outcomes for all learners.

State Assessment System
The Charter School participates in all required state assessment programs and utilizes assessment results to monitor student achievement, identify areas for improvement, and evaluate program effectiveness. Results are analyzed at the individual, subgroup, grade-level, campus, and schoolwide levels.

National Assessments

- Advanced Placement exams
- National Assessment of Educational Progress (NAEP)

California State Assessments

- English and Spanish Language Proficiency Assessments
- CAASPP English and Mathematics
- California Science Test ("CAST")
- California Alternate Assessment ("CAA")
- California Physical Fitness Test

Local Measures Assessments

- Literacy assessments;
- Reading diagnostics;
- Mathematics diagnostics;
- Writing assessments;
- Common formative assessments;
- Course-specific benchmark measures;
- Progress monitoring tools.

Classroom-Based Assessment Practices
Teachers utilize a variety of classroom-based assessment practices to continuously monitor student learning and inform instruction. Classroom assessment practices may include formative, summative, and performance-based assessments.

Data Analysis and Continuous Improvement Cycles
The Charter School utilizes systematic data analysis processes to evaluate student performance and guide continuous improvement efforts. Assessment data are reviewed regularly through collaborative processes involving teachers, administrators, support staff, and leadership teams. Data review cycles may include analysis of:

- Academic achievement;
- Student growth;
- Attendance;
- Behavior indicators;
- English Learner progress;
- Graduation rates;
- College and career readiness indicators;
- School climate measures;
- Student subgroup performance.

Through these collaborative cycles, educators identify strengths, determine areas for improvement, develop action plans, implement targeted strategies, and monitor outcomes.

Reporting Student Progress
The Charter School provides families with regular information regarding student progress and achievement. Communication methods may include conferences, report cards, progress reports, and online information systems.

Continuous Improvement and Accountability
Continuous improvement is a core organizational value of Mueller Charter School.

The Charter School regularly evaluates educational programs, instructional practices, student outcomes, and organizational effectiveness using multiple sources of evidence. Information used in continuous improvement efforts may include:

- State assessment results;
- Local assessment data;
- Graduation rates;
- College and career readiness indicators;
- Attendance data;
- Student engagement measures;
- School climate data;
- Family feedback;
- Staff feedback;
- Community input.

School leadership utilizes this information to establish priorities, allocate resources, develop professional learning opportunities, and implement improvement initiatives that support student achievement and organizational effectiveness. The Charter School is committed to maintaining a culture of reflection, accountability, innovation, and continuous growth.

Programs and Services for Special Populations
The Charter School is committed to ensuring that every student has equitable access to a rigorous, engaging, and supportive educational program. Consistent with its mission, vision, and educational philosophy, the Charter School recognizes that students bring diverse strengths, experiences, backgrounds, and learning needs to the educational environment.

The Charter School believes that diversity enriches the learning experience and that all students can achieve high levels of success when provided with appropriate instruction, interventions, accommodations, supports, and opportunities. Accordingly, the Charter School provides a comprehensive continuum of services designed to promote academic achievement, social-emotional development, and college and career readiness for all students.

The Charter School is committed to identifying and addressing barriers to student success and ensuring that every student has meaningful opportunities to access, participate in, and benefit from the educational program.

Educational Equity and Access
Educational equity is a foundational principle of the Charter School's educational program. The Charter School is committed to creating inclusive learning environments in which all students are valued, respected, challenged, and supported.

The Charter School promotes equity by:

- Maintaining high expectations for all students;
- Providing access to rigorous, standards-aligned curriculum;
- Utilizing differentiated instructional practices;
- Monitoring student achievement and growth;
- Providing targeted interventions and supports;
- Addressing barriers to participation and achievement;
- Fostering culturally responsive learning environments;
- Promoting student voice and belonging;
- Engaging families as educational partners.

The Charter School regularly analyzes student achievement, engagement, attendance, discipline, and school climate data to identify and address disparities among student groups and to support continuous improvement efforts.

Serving English Learners
The Charter School is committed to ensuring that English Learners develop English language proficiency while simultaneously mastering grade-level academic content and achieving the same rigorous academic standards expected of all students.

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

The Charter School provides a comprehensive program for English Learners that complies with all applicable federal and state laws and supports students' linguistic, academic, social-emotional, and college and career readiness development.

The goals of the English Learner program are to:

- Develop English proficiency in listening, speaking, reading, and writing;
- Ensure access to grade-level academic content;
- Accelerate academic achievement;
- Support reclassification as English proficient;
- Promote long-term academic success;
- Foster bilingualism, biliteracy, and multicultural competence whenever possible.

Identification and Placement
The Charter School identifies English Learner through the administration of the Home Language Survey upon a student's initial enrollment in a California public school.

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 assessments are 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. The ELPAC IA and SA will be administered via a computer-based platform, while

the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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.

Students identified as English Learners are provided appropriate instructional services and supports designed to promote language acquisition and academic success.

Parents are notified of ELPAC testing and of ELPAC assessment results within thirty days of receiving results from publisher. Parents will also be notified of placement decisions, program options, and student progress in accordance with state and federal requirements.

English Language Development
The Charter School provides both Integrated and Designated ELD to support English Learners in achieving English proficiency and academic success. Integrated ELD occurs throughout the instructional day across all content areas, with teachers using research-based strategies such as academic language development, structured interaction, language supports, and explicit vocabulary instruction to ensure access to grade-level curriculum. Designated ELD is provided during a protected instructional period and focuses on developing listening, speaking, reading, writing, academic vocabulary, and language skills aligned with the California ELD Standards. Instruction is differentiated based on students' English proficiency levels and individual learning needs.

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

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

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

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

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Charter School monitors and evaluates English Learner progress and program effectiveness through multiple measures, including:

- Classroom performance;
- Local assessments;
- Benchmark assessments;
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources
- Monitoring parental program choice options;
- English language proficiency assessments;
- Teacher evaluations and monitoring of qualifications;
- Student work samples.

Students may be reclassified as Fluent English Proficient when they meet state and local reclassification criteria, including measures of English language proficiency, academic achievement, teacher evaluation, and parent consultation.

Following reclassification, student progress is monitored to ensure continued academic success.

Plan for Special Education and Students with Disabilities
The Charter School is committed to providing a free appropriate public education (FAPE) to eligible students with disabilities in accordance with the IDEA, Section 504, ADA, and applicable state laws.

The Charter School believes that students with disabilities should have meaningful access to the general education curriculum and opportunities to participate in all aspects of school life to the maximum extent appropriate.

The Charter School seeks to educate students with disabilities in the least restrictive environment (LRE) and supports inclusion whenever appropriate based upon individual student needs.

Mueller Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and IDEA.
Mueller Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b). The Charter School reserves the right to seek membership as a local educational agency member of a SELPA, in accordance with Education Code Section 47641(a).
Mueller Charter School shall comply with all state and federal laws related to the provision of special
education instruction and related services and all Special Education Local Plan Area policies and procedures; and shall utilize appropriate SELPA forms.
Mueller Charter School shall be responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Mueller Charter School shall be accessible for all students with disabilities.

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

A 504 team will be assembled and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

The Charter School maintains procedures for referral, evaluation, eligibility determination, plan development, implementation, and periodic review consistent with applicable laws and regulations.

Services for Students Under the "IDEA" as a Public School of the District Pursuant to Education Code Section 47641(b)

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, Mueller Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as provided to students in other District schools. A reasonably comprehensive description of how the Charter School and District serve special education students can be found in the MOU between the parties on this subject.

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

Mueller Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified students. The Charter School does, however, reserve the right to operate as its own local educational agency ("LEA") for purposes of special education, in which case the Charter School shall apply directly for membership in a SELPA in conformity with Education Code Section 47641(a).

Students identified as eligible for special education services receive supports and services in accordance with their Individualized Education Programs (IEP).

Services may include:

- Specialized academic instruction;
- Resource specialist services;
- Speech and language services;
- Occupational therapy;
- Counseling services;
- Behavioral supports;
- Adapted physical education;
- Related services identified by the IEP team.

Services are designed to support student access to grade-level standards, promote meaningful educational progress, and prepare students for successful transitions throughout their educational journey.

Inclusive Practices
The Charter School promotes inclusive educational practices that support access, participation, and belonging for students with disabilities.

Inclusive practices may include:

- Co-teaching models;
- Differentiated instruction;
- Accommodations and modifications;
- Assistive technology;
- Universal Design for Learning (UDL);
- Collaborative planning among educators;
- Positive behavioral supports.

Serving Homeless and Foster Youth
In compliance with McKinney-Vento, the Charter School ensures immediate enrollment and removes barriers to education for homeless students. Services include transportation, school supplies, academic support, counseling, and community referrals, coordinated by a designated liaison.

The Charter School supports foster youth's stability and academic success through collaboration with families, caregivers, agencies, and community partners. Support includes enrollment assistance, academic monitoring, counseling, credit recovery, service coordination, postsecondary planning, and equitable access to programs and extracurriculars.

Commitment to Success for All Students
The Charter School's educational program is designed to ensure that every student—regardless of language proficiency, disability, economic circumstance, housing status, foster status, academic performance, or background—has access to a high-quality educational experience and meaningful opportunities for success.

Through rigorous instruction, comprehensive support systems, strong family partnerships, equitable access to resources, and a commitment to continuous improvement, the Charter School strives to ensure that all students achieve academic excellence, develop leadership capacity, and graduate prepared for college, career, and life.

The Charter School views diversity as a strength and remains committed to creating inclusive learning environments where all students are empowered to learn, lead, contribute, and thrive.

School Culture, Student Support, Family Engagement, and Positive School Climate
The Charter School believes that students achieve their highest levels of academic success when they learn in environments where they feel safe, respected, supported, challenged, and connected to their school community. Positive school culture is intentionally cultivated through strong relationships, shared expectations, student engagement, leadership development, family partnerships, and comprehensive systems of support.

The Charter School recognizes that academic achievement is closely connected to school climate, student wellness, social-emotional development, and family engagement. Accordingly, the educational program extends beyond academic instruction to include proactive behavioral supports, leadership development, counseling services, family engagement initiatives, wellness programs, and community partnerships that promote student success.

The Charter School is committed to creating learning environments where students develop a sense of belonging, responsibility, and purpose while gaining the skills necessary for success in school and beyond.

Positive School Climate
The Charter School strives to maintain a positive, inclusive, and respectful school culture that promotes learning, engagement, safety, and personal growth.

School culture is grounded in the belief that all students can succeed when high expectations are paired with meaningful support and positive relationships. Students are encouraged to demonstrate responsibility, integrity, respect, and leadership in their daily interactions with peers, staff, families, and community members.

A positive school climate is fostered through clear behavioral and academic expectations, strong student-staff relationships, student leadership opportunities, recognition of achievement and growth, family engagement, social-emotional learning, positive behavioral supports, restorative practices, and inclusive learning environments. The Charter School regularly reviews school climate indicators, including attendance, behavior, engagement, survey data, and educational partner feedback to evaluate the effectiveness of school culture initiatives and identify opportunities for improvement.

Our continued focus on protective factors, as opposed to risk factors, motivate our school climate of caring and support, high expectations, and opportunities for participation.

Whole-Child Growth Monitoring
The Charter School measures student success through multiple indicators that reflect both academic achievement and whole-child development. In addition to academic progress, the Charter School monitors growth in leadership, social-emotional development, college and career readiness, and civic engagement.

Measures may include progress toward grade-level standards, course performance, leadership participation, goal setting, attendance, school connectedness, social-emotional competencies, A-G completion, dual enrollment participation, career exploration activities, community service, and civic engagement. These indicators provide a comprehensive view of student growth and help inform individualized support, goal setting, and continuous improvement.

Resiliency Monitoring System
Mueller Charter School emphasize a strengths-based approach to supporting all students in being successful both inside and outside of the classroom. All students are expected to be at grade level regardless of risk factors which may be present in a child's life. We recognize that there are factors outside of our student's control that may be impacting their lives and ultimately, their learning. We believe that if we can neutralize the risk factors, we can significantly impact academic growth and achievement and foster resilience in our youth.
Through the Resiliency Monitoring System our students with the greatest needs are identified and an individualized action plan is developed as appropriate. The student support team prioritizes resources and differentiates services to ensure high levels of performance regardless of, and in spite of, socioeconomic factors. Finally, subgroups of students are monitored throughout the year, especially those who fit in one or more such groups. That monitoring

includes the formal Resiliency process, but also collaboration between classroom teachers, grade level and curriculum teams, support staff, and parents.

This framework is in alignment with the Multi-Tiered System of Support (MTSS) and is unique to the work we do as a charter organization. This comprehensive model embodies academic, behavior, and social emotional support and was recognized as a CA Distinguished School Promising Practice (2019). Through this process, we are able to identify Tier 1(Universal Supports), Tier 2 (Targeted Intervention) and Tier 3 (Intensive Intervention) for students. The depth of the process allows for data-based decision making as an organization and to monitor the students we serve from a holistic approach.

Students Performing Below Grade Level. When assessment data and progress monitoring indicate a student is not yet meeting grade-level expectations, the student is identified through the Resiliency process and referred to the student support team. An intervention response plan is developed identifying the specific academic or non-academic risk factors involved, the interventions to be applied (from targeted small-group instruction to referrals to outside agencies, as described above), and a monitoring schedule to track response to intervention. Plans are adjusted based on progress-monitoring data, ensuring that support intensifies for students who are not responding and gradually decreases as students move closer to grade-level proficiency.

Students Performing Above Grade Level. The Resiliency Monitoring System is also used to identify students who are consistently exceeding grade-level expectations. Once proficiency is reached, these students are identified for enrichment and acceleration planning through the same student support process. Individualized action plans for this group may include above-grade-level or accelerated coursework, extension projects and independent study, participation in academic competitions and enrichment groups, mentorship and leadership opportunities (including the leadership-through-writing opportunities described in MCS's literacy program), and early access to college and career readiness activities. Teachers and grade-level teams review high-performing students' data with the same regularity as other subgroups to ensure this population continues to be challenged and does not plateau.

The Resiliency Monitoring System tracks all students, not just those already identified as at-risk, it allows MCS to catch both downward trends (a previously on-level student beginning to struggle) and upward trends (a student ready for acceleration) early, rather than waiting for annual assessment data to reveal a pattern after the fact. Through the Resiliency Monitoring System, educators utilize assessment data and progress monitoring to identify academic needs and provide timely interventions.

Support strategies may include:

- Targeted small-group instruction;
- Supplemental intervention programs;
- Academic tutoring;
- Extended learning opportunities;
- Progress monitoring;
- Intervention Response Plans;

- Counseling and support services;
- Family collaboration and support.
- Referrals to outside agencies and community partners.

Interventions are designed to support social and emotional well-being, accelerate learning, close achievement gaps, and support students in reaching grade-level proficiency. This process is also used to identify organizational trends for improving interventions and support services.

Home Visits
The Charter School recognizes the value of building meaningful relationships between educators and families.

Home visits may be utilized as a relationship-building strategy that strengthens communication, trust, and collaboration between families and school staff.

Home visits are intended to:

- Build positive partnerships with families;
- Increase understanding of student strengths and needs;
- Promote family engagement;
- Strengthen communication;
- Support student success.

Home visits are conducted voluntarily and respectfully and focus on establishing strong relationships that contribute to positive educational outcomes.

The Charter School believes that meaningful family-school partnerships are strengthened when educators seek to understand and appreciate the experiences, cultures, and perspectives of the families they serve.

Positive Behavioral Interventions and Supports
The Charter School implements Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a safe, supportive, and positive learning environment. Through PBIS, behavioral expectations are explicitly taught, consistently reinforced, and supported through proactive interventions. Students are recognized for demonstrating positive behaviors, leadership, responsibility, and academic engagement, while behavioral concerns are addressed through relationship-building, social-emotional skill development, and targeted supports. Behavioral data are regularly reviewed to monitor effectiveness, identify trends, and inform continuous improvement efforts. PBIS helps ensure that students understand expectations, experience consistency, and develop the skills necessary for academic, social, and personal success.

Restorative Practices
The Charter School incorporates restorative practices to build relationships, strengthen community, and promote accountability. When conflicts occur, students are encouraged to reflect on their actions, understand their impact on others, and work toward repairing harm. Restorative strategies may include restorative conversations, reflection activities, community-building circles, peer mediation, and problem-solving conferences. These practices help students develop empathy, communication, self-awareness, and conflict-resolution skills while contributing to a positive and supportive school culture.

Student Leadership and Student Voice
The Charter School implements a framework as a schoolwide model for developing leadership skills, personal responsibility, goal setting, and character development. The framework supports students in becoming proactive learners who understand their strengths, take ownership of their actions, and contribute positively to their communities. Leadership principles are integrated throughout classroom instruction, student activities, school events, service-learning opportunities, and family engagement efforts. The Charter School believes that every student has leadership potential and seeks to create opportunities for students to develop confidence, character, and a sense of purpose.

Students are encouraged to take active roles in shaping their educational experience and contributing to the school community.

Leadership opportunities may include:

- Student government;
- Leadership teams;
- Student advisory groups;
- Service-learning projects;
- Campus committees;
- Peer mentoring;
- Student-led conferences;
- School improvement initiatives;
- Community service projects.

These experiences help students develop communication skills, collaboration, decision-making abilities, civic responsibility, and self-confidence.

The Charter School values student voice and seeks to provide opportunities for students to contribute ideas, offer feedback, and participate in discussions related to school programs, activities, and improvement efforts.

Counseling, Student Support, and Mental Health Services
The Charter School provides a comprehensive system of student supports addressing academic, behavioral, social-emotional, college/career readiness, and wellness needs. Services include academic advising, school counseling, attendance and behavioral support, individual and small-group counseling, social-emotional learning, crisis response, wellness initiatives, and referrals to

community and mental health agencies. Supports are coordinated among teachers, counselors, staff, families, and community partners to ensure timely, well-rounded interventions. The Charter School recognizes that students require varying levels of support throughout their educational journey and is committed to reducing barriers to learning while promoting engagement, resilience, healthy development, and academic success. Mueller Charter School has multiple mental health partnerships enabling support staff to make referrals to community-based organizations.

Attendance, Engagement, and School Connectedness
The Charter School promotes regular attendance and active participation as essential components of student success. Attendance is monitored regularly, and staff work collaboratively with families to identify and address barriers that may interfere with consistent school attendance.

Strategies to support attendance and engagement may include:

- Positive relationships with students and families;
- Attendance monitoring and early intervention;
- Family outreach and communication;
- Student recognition programs;
- Engagement initiatives;
- Individualized attendance supports;
- School-connectedness activities.

The Charter School seeks to create engaging educational experiences that encourage students to attend regularly, participate actively, and develop meaningful connections to their school community.

Instructional Time
Mueller and Bayfront are committed to maximizing the time students spend learning, connecting, and growing each year.

Mueller's TK–8th grade students attend 132 regular school days and 48 minimum days each year, while Bayfront's 9th–12th grade students attend 138 regular school days and 42 minimum days. Both schools further extend learning opportunities through an additional 30 days of Expanded Learning Opportunities Program (ELOP) programming, giving students and families more time for enrichment, academic support, and community connection beyond the standard school calendar.

Instructional minutes are similarly robust: Mueller's TK and K program provides 57,540 minutes, 1st–6th grade program provides 55,560 minutes of instruction annually, and its 7th–8th grade program provides 61,500 minutes; Bayfront's 9th–12th grade program provides 64,890 minutes. At every grade level and at both school sites, instructional time exceeds the minimum required by the State of California, reflecting a shared commitment to giving students the time they need to master rigorous content, build strong relationships with teachers and peers, and stay on track for long-term success.

Student Calendar Appendix B

Parent Compact and Student Handbook
The Charter School utilizes a Parent Compact (Mueller) and a Student Handbook (Bayfront) to reinforce shared responsibility for student success. The Parent Compact outlines commitments among the Charter School, students, and families regarding attendance, communication, academic effort, positive behavior, and support for learning.

Both serve as a framework for collaboration and reinforces the Charter School's belief that student success is strengthened through meaningful partnerships among students, families, and educators.

Family Partnerships and Engagement

Families are valued partners in the educational process and play an essential role in student achievement. The Charter School provides multiple opportunities for family participation, leadership, and engagement, including:

- Parent-teacher conferences;
- Student-led conferences;
- Parent education workshops;
- School events and celebrations;
- Volunteer opportunities;
- Advisory committees;
- School governance participation;
- Family leadership opportunities;
- Family input sessions and surveys.

The Charter School seeks to maintain welcoming and inclusive environments where families feel respected, informed, and empowered to support their children's education. Communication with families occurs through multiple methods to ensure accessibility and ongoing collaboration.

Community School
Mueller Charter School is a California Community School with Integrated Support Services, Expanded and Enriched Learning Time and Opportunities, Collaborative Leadership and Practices and Active Family and Community Engagement. Through a holistic approach to education, Mueller continues to respond to the needs of the school community. We continue to integrate strategic partnerships and community resources based on authentic educational partner input. We elevate community voice through various opportunities for engagement for students, staff and students.

Conditions for Learning and Student Success

The Charter School believes students learn best when they experience strong relationships, meaningful engagement, personal responsibility, and a sense of belonging. Through the integration of leadership development, positive behavioral supports, restorative practices, counseling services, family partnerships, wellness programs, and Community School initiatives, the Charter School creates conditions that support academic achievement, character development, leadership growth, and college and career readiness.

These supports help ensure that students are prepared to achieve the educational outcomes identified throughout this petition and graduate as confident, responsible, and engaged members of their communities.

ELEMENT TWO: Measurable Student 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Overview
Mueller Charter School is committed to continuous improvement in student outcomes across all state priorities. Our measurable pupil outcomes are aligned with our Local Control and Accountability Plan and address the unique needs of all students, including our numerically significant subgroups: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Student Outcomes in the State Priorities
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Mueller Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of students, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in MCS's Local Control and Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Mueller's current LCAP is on file with the District and is also available on the MCS website. MCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. MCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The LCAP will not be considered a part of this charter and any such revision of the LCAP shall not require a material revision of this charter. MCS shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. MCS shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of Mueller Charter School.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

The following goals and measurable outcomes emphasize both growth and achievement, recognizing that while proficiency remains the ultimate target, demonstrating student progress over time is equally critical to our mission.

Local Control and Accountability Plan Goals
The LCAP describes Mueller's goals, actions, services, and use of resources to improve student outcomes while addressing the needs of all students. The LCAP goals are aligned with California's eight State Priorities and is informed by student data, input from educational partners, and identified areas for improvement. Mueller's LCAP serves as a blueprint for implementing the charter's mission and goals while demonstrating how funding and programs support student achievement, equity, and whole-child development. The LCAP is reviewed and updated annually to measure progress and adjust actions based on results.

LCAP Goals 2027-28

- **Goal 1:** Students will demonstrate progress toward mastery of all grade level standards by any academic measure.
- **Goal 2:** Students will have access to a comprehensive, TK-12 system of services that promote socio-emotional, psychological, and physical health and well-being.
- **Goal 3:** Mueller and Bayfront will integrate experiential learning opportunities TK-12 to further college and career readiness and exposure to STEAM through partnerships and community engagement within the school day and beyond.
- **Goal 4:** Educational Partners will increasingly advocate for the mission of the charter through an equity lens in which we promote student, parent and community voice as a community school.

GOAL 1: Academic Achievement
Students will demonstrate progress toward mastery of all grade level standards by any academic measure.
State Priorities Addressed: Priority 4 (Student Achievement), Priority 8 (Other Student Outcomes)

A. ALL STUDENTS - Local Growth Measures (Showing Progress Over Time)

Outcome Area	Annual Growth Target
Reading Growth (NWEA MAP), Grades K-12	80% of grade levels in grades K-12 will meet or exceed their NWEA MAP growth target (50th growth percentile or higher) in Reading from Winter to Winter, as measured by NWEA growth reports.
Math Growth (NWEA MAP), Grades K-12	80% of grade levels in grades K-12 will meet or exceed their NWEA MAP growth target (50th growth percentile or higher) in Mathematics from Winter to Winter, as measured by NWEA growth reports.
Language Growth (NWEA MAP), Grades 2-12	80% of grade levels in grades K-12 will meet or exceed their NWEA MAP growth target (50th growth percentile or higher) in Language Usage from Winter to Winter, as measured by NWEA growth reports.

B. ALL STUDENTS - Summative Proficiency/Achievement Measures

Outcome Area	Annual Proficiency Target
CAASPP ELA Achievement, Grades 3-8 and 11	The combined percentage of students in grades 3–8 and 11 achieving a performance level of Met or Exceeded Standards on the CAASPP ELA assessment will equal or surpass the California statewide average.
CAASPP Math Achievement, Grades 3-8 and 11	The combined percentage of students in grades 3–8 and 11 achieving a performance level of Met or Exceeded Standards on the CAASPP Mathematics assessment will equal or surpass the California statewide average.

C. SUBGROUP-SPECIFIC OUTCOMES

Guidance: Set differentiated targets for each significant subgroup based on current performance gaps. Focus on closing gaps while maintaining realistic expectations.

Subgroup	Local Growth Target	Summative Proficiency Target
English Learners	80% of grade levels in grades K-12 will meet or exceed their NWEA MAP growth target (50th growth percentile or higher) in all subjects from Winter to Winter for English Learners, as measured by NWEA growth reports.	The combined percentage of English Learners in grades 3–8 and 11 achieving a performance level of Met or Exceeded Standards will equal or surpass the California statewide average for all subjects (CAASPP ELA, CAASPP Math, CAST).
Students with Disabilities	Combined data for students with disabilities will meet or exceed the NWEA MAP growth target (50th growth percentile or higher) in all subjects from Winter to Winter, as measured by NWEA growth reports. Note: This metric represents combined data because some grade levels have too few students with disabilities.	The combined percentage of students with disabilities in grades 3–8 and 11 achieving a performance level of Met or Exceeded Standards will equal or surpass the California statewide average for all subjects (CAASPP ELA, CAASPP Math, CAST).
Socioeconomically Disadvantaged	80% of grade levels in grades K-12 will meet or exceed their NWEA MAP growth target (50th growth percentile or higher) in all subjects from Winter to Winter for socioeconomically disadvantaged students, as measured by NWEA growth reports.	The combined percentage of socioeconomically disadvantaged students in grades 3–8 and 11 achieving a performance level of Met or Exceeded Standards will equal or surpass the California statewide average for all subjects (CAASPP ELA, CAASPP Math, CAST).

D. English Learner PROGRESS (ELPAC)
State Priority 4 requires measuring EL progress toward English proficiency

- The percent of English Learners making progress toward English proficiency on ELPAC will equal or surpass the California statewide average as demonstrated by the CA School Dashboard.
- The percent of English Learners achieving a performance level of Met or Exceeded Standards on CAASPP English-Language Arts will equal or surpass the California statewide average.

E. HIGH SCHOOL COLLEGE and CAREER READINESS (Grades 9-12 Only)

Outcome Area	Annual Target
Graduation Rate	Maintain 95% or higher graduation rate annually.
A-G Enrollment Rate	100% of graduates are enrolled in A-G approved coursework.
Dual Enrollment Participation	75% of students will complete at least one dual enrollment course with a grade of C or better by graduation.

GOAL 2: Student Services and Well-Being
Students will have access to a comprehensive, TK-12 system of services that promote socio-emotional, psychological, and physical health and well-being.
State Priorities Addressed: Priority 5 (Student Engagement), Priority 6 (School Climate)

Measure	Annual Target
Attendance Rate (Priority 5)	Maintain average daily attendance of 93% or higher each trimester/quarter.
Chronic Absenteeism Rate (Priority 5)	Improve chronic absenteeism rate as demonstrated by the Dashboard.
Suspension Rate (Priority 6)	Maintain suspension rate at or below the California statewide average as demonstrated by the Dashboard.
School Climate Survey (Priority 6)	The combined percentage of students in grades 5, 7, 9, and 11 reporting feeling safe and connected to school on the California Healthy Kids Survey will maintain or increase annually.
Access to Support Services	100% of students will have access to comprehensive school-based counseling services.

GOAL 3: Experiential Learning and College/Career Readiness

Mueller and Bayfront will integrate experiential learning opportunities TK-12 to further college and career readiness and exposure to STEAM through partnerships and community engagement.

State Priorities Addressed: Priority 1 (Basic Services), Priority 2 (Implementation of Standards), Priority 7 (Course Access)

Measure	Annual Target
Teacher Credentials (Priority 1)	Classes will be staffed by appropriately credentialed and assigned teachers.
Instructional Materials (Priority 1)	100% of students will have access to standards-aligned instructional materials in all core subjects.
Implementation of State Standards (Priority 2)	100% of teachers will implement State Standards. 100% of EL students will have access to designated and integrated ELD instruction aligned with ELD standards.
Broad Course of Study (Priority 7)	100% of TK-8 students will be enrolled in a broad course of study including all subjects described in Education Code 51210 (ELA, Math, Science, Social Studies, Visual/Performing Arts, PE, Health). 100% of high school students will be enrolled in a broad course of study including all subjects described in Education Code 51220 (ELA, Math, Science, Social Studies, World Language, Visual/Performing Arts, PE, Applied Arts). 100% of high school course offerings (with some exceptions) will be A-G approved, meaning all completed coursework is UC/CSU eligible for admission.
CTE and Advanced Coursework (Priority 7, HS only)	100% of high school students will have access to dual enrollment courses. AP courses will be offered. Dual enrollment sections will be available in partnership with Southwestern College.
Experiential Learning	100% of students in grades K-12 will participate in experiential learning opportunities, including college visits for grades 7-11, field trips, community partnerships, and project-based learning integrated across content areas.

GOAL 4: Parent and Community Engagement
Educational Partners will increasingly advocate for the mission of the charter through an equity lens in which we promote student, parent and community voice.
State Priorities Addressed: Priority 3 (Parent Involvement)

Measure	Annual Target
Seeking Parent Input (Priority 3a)	The Charter school will conduct monthly opportunities for parents to provide input on school decisions (e.g., Parent Advisory Council, Community School Council, ELAC, Charter Board of Directors). The Charter school will administer parent surveys annually to gather input on school programs and policies.
Parent Participation in Programs for Unduplicated Pupils and SPED (Priority 3b)	The Charter school will promote parent participation of English learners, socioeconomically disadvantaged, and students with disabilities. Translated materials, dedicated DELAC/ELAC meetings, IEP team meetings, and home visits are methods to reach families who face barriers to participation.
Parent-Teacher Conferences	90% of families will participate in parent-teacher conferences at least twice per year (fall and spring).
Parent Communication and Engagement	100% of parents will have access to a variety of school communication tools (e.g., Jupiter grades, newsletters, websites, automated calls, ClassDojo).

SUMMARY: 8 State Priorities Coverage
This table confirms that all 8 state priorities are addressed across the 4 LCAP goals:

Priority	Priority Description	Addressed in Goal(s)
Priority 1	Basic Services (teacher credentials, instructional materials, facilities)	Goal 3
Priority 2	Implementation of State Standards (CCSS, NGSS, ELD)	Goal 3
Priority 3	Parent Involvement	Goal 4
Priority 4	Student Achievement (state assessments, EL progress, A-G, AP, CTE)	Goal 1
Priority 5	Student Engagement (attendance, chronic absenteeism, dropout rate)	Goal 2
Priority 6	School Climate (suspension, expulsion, school safety)	Goal 2
Priority 7	Course Access (broad course of study including a-g, CTE, arts)	Goal 3
Priority 8	Other Student Outcomes (other measures of student performance)	Goal 1

Monitoring and Accountability

Mueller Charter School and Bayfront Charter High School will monitor progress toward these measurable pupil outcomes through:

- Regular data analysis at administrative team meetings
- Monthly reporting to the Charter Board of Directors
- Annual review and update of outcomes in the LCAP
- Data dashboards accessible to staff for real-time progress monitoring
- Education partners input through surveys, Community Council, and parent meetings

When interim benchmarks indicate students are not on track to meet annual outcomes, the school will implement targeted interventions and adjust instructional strategies to support student success. Progress toward these outcomes will be reported annually via the LCAP to our authorizer, Chula Vista Elementary School District, as part of our charter renewal accountability.

ELEMENT THREE: Measuring Pupil Progress

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

Mueller Charter School believes assessment should provide a comprehensive picture of student growth and achievement. In addition to measuring progress toward mastery of the State Standards, assessment practices are designed to monitor the development of the whole child, including academic achievement, leadership capacity, social-emotional growth, character development, student engagement, and overall well-being. Through multiple measures of assessment, Mueller Charter School seeks to ensure that every student is supported in reaching their full potential as a learner, leader, and contributing member of the community. For students in grades 9–12 attending Bayfront Charter High School, assessment practices also support the development of college, career, and civic readiness by measuring progress toward graduation requirements, A-G completion, career pathway participation, postsecondary preparedness, and the skills necessary for success in higher education, the workforce, and life beyond high school. The goal of assessment is to provide meaningful information for:

- Curriculum planning and instructional decision-making;
- Identification of students' strengths, needs, and interests;
- Feedback to students regarding individual growth and achievement;
- Program evaluation and accountability;
- Student self-reflection and goal setting;
- Communication with parents, guardians, and the broader school community; and
- Continuous improvement of instructional programs and student outcomes.

Mueller complies with and adheres to the state requirements for participation and administration of all state mandated assessments as required pursuant to Education Code 60605. In addition to state and local standardized assessments, Mueller Charter School utilizes performance-based assessment opportunities that allow students to demonstrate mastery of standards and application of learning in authentic ways. These assessments may include, but are not limited to:

1. **Projects, Presentations, and Exhibitions of Learning**
   Students participate in classroom and schoolwide opportunities to demonstrate learning through presentations, projects, performances, and other authentic tasks aligned to grade-level standards and learning objectives.
2. **Standards-Based Classroom Assessments**
   Teachers regularly assess student learning through classroom assignments, writing tasks, mathematics problem-solving activities, science investigations, and standards-aligned formative and summative assessments.
3. **Teacher-Developed Assessments**
   Teachers design and administer assessments that measure student understanding, application of skills, and mastery of academic standards.

4. **Student Reflection and Goal Setting**
   Consistent with Mueller Charter School's Leader in Me framework, students engage in self-assessment, reflection, leadership goal setting, and monitoring of their own academic and personal growth.
5. **Student Work Samples and Portfolios**
   Student work is collected and reviewed to document growth over time and provide evidence of mastery of grade-level standards.
6. **Conferences and Family Communication**
   A variety of conferences and communication opportunities are provided throughout the school year, including:
   - Parent-teacher conferences;
   - Student-led conferences;
   - Intervention Response Plan meetings;
   - Individual student progress meetings; and
   - Additional conferences as needed to support student success.

Assessment and Accountability Measures

The following measures are used to monitor student outcomes and school effectiveness:

Assessment/Outcome Measure	Purpose
CAASPP (grades 3-8 and 11)	Measure student proficiency in State Standards
California Science Test (CAST) (grades 5, 8, and once in high school)	Measure student achievement in science
ELPAC	Measure English language proficiency and support reclassification
Benchmark and Universal Screening Assessments	Monitor student growth and identify instructional needs
Standards-Aligned Report Cards	Communicate progress toward grade-level standards
Attendance and Chronic Absenteeism Data	Monitor student engagement and access to learning
Social-Emotional Learning Surveys	Assess school climate, student well-being, and connectedness
Behavior and Discipline Data	Monitor student behavior and effectiveness of supports
Physical Fitness Test (PFT) (grades 5 and 7)	Monitor physical fitness and wellness
Family and Educational Partner Surveys	Gather feedback regarding school programs and effectiveness
LCAP Indicators and Dashboard Measures	Monitor progress toward state priorities and school goals

Data Analysis and Continuous Improvement

Mueller Charter School makes regular use of student performance data to inform instructional practices and improve student outcomes. Teachers and administrators collaboratively review student achievement data, attendance data, behavioral indicators, and social-emotional measures throughout the school year.

Through content area department meetings, grade-level collaboration meetings, instructional coaching, Resiliency monitoring, and leadership team reviews, staff analyze student work and assessment results to:

- Identify trends and achievement gaps;
- Monitor progress toward schoolwide goals;
- Develop targeted interventions and enrichment opportunities;
- Adjust instructional practices;
- Improve curriculum implementation; and
- Ensure equitable outcomes for all student groups.

Student performance information is shared regularly with parents and guardians through report cards, conferences, progress reports, assessment reports, the student information system, family workshops, and LCAP engagement activities. This ongoing cycle of assessment, reflection, communication, and continuous improvement supports Mueller Charter School's mission of preparing students to be lifelong learners, demonstrate personal integrity, become academically successful, socially responsible, and the leaders of tomorrow.

ELEMENT FOUR: Governance

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

Mueller Charter School shall be operationally independent of the Chula Vista Elementary School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Mueller Charter School will be operated by a governance structure involving all parties pertaining to the educational process of students.

Pursuant to the requirements of Education Code 47611.5, Mueller Charter School hereby declares that for the purposes of Government Code 3540.1, it shall be the exclusive public-school employer.

The governance structure has been developed to assure that:

- The overall organization in the school focuses on student achievement and development, especially, the charter goals;
- All educational partners have opportunity for representation, input and shared responsibility;
- Decision making will include parents/community members, and staff members;
- The charter school program is effective and accountable;
- Decisions are made whenever possible utilizing a consensus model;
- All staff are accountable for the success of their students and the success of their colleagues.
- The governance structure will be revised based on needs.

Members of the Mueller Charter Board of Directors ("Board") must have a vested interest in the organization and will govern the Mueller Charter School. The Mueller Charter Board of Directors consists of no less than four (4) and no more than seven (7) directors, unless changed by amendments to the Mueller Charter Board of Directors bylaws. All Board of Directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

All Board Directors, except for the representative appointed by the chartering authority, shall be designated by the existing Charter Board of Directors. Staff representatives must be full-time employees of Mueller/Bayfront Charter School. Parent representatives must have at least one student currently enrolled and be a member of either the Parent Council or the Community Council. Parent representatives cannot be employed by the Mueller/Bayfront organization. Community representatives must submit a statement of interest form to Mueller Charter School within 10 school days of the initial posting of the opening.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).
The number of members will be fixed by the Board to ensure clarity as to vacancies. The Charter Board of Directors is composed of the following positions and members:

- Community Representative
- Community Representative
- Parent Representative (Bayfront)
- Parent Representative (Mueller)
- Staff Representative (Bayfront)
- Staff Representative (Mueller)
- Student Representative (Bayfront)
- CVESD Superintendent Representative

The Muller Charter School Executive Director will not be on the Board but will serve as secretary, coordinate meetings, and prepare board elections (by the Board). The Mueller Charter School student representative is not considered a voting member of the board.

The student representative will be selected by the student body. The Mueller Charter Board of Directors is elected by the community to sustain the mission and vision of the Mueller Charter School. Elected Board of Directors of the Mueller Charter School
will participate in on-going training, including a training in ethics, (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect, throughout their two-year term to uphold the mission and vision of the school. If a Board member leaves the board for any reason (e.g., resignation), the Board may appoint a replacement Board member to serve the remainder of the term.

Each board member shall hold office unless otherwise removed from office in accordance with Charter Board of Directors bylaws/policies. Vacancies shall be filled according to Charter Board of Directors bylaws/policies. The size of the Board may be changed by duly adopted resolution of the Charter Board of Directors.
Terms for all Mueller Charter Board of Directors members will follow the Charter Board of Directors bylaws/policies.
All Charter Board of Directors members, except for the representative appointed by the District, shall be appointed by a majority vote of the existing Charter Board of Directors.

Board Responsibilities

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Represent Mueller Charter School as an individual that embodies the beliefs, attitudes and dispositions in relation to the school's educational programs and measurable student outcomes;
- Select, monitor, and supervise the effectiveness of the Executive Director of the Charter School;
- Approve and monitor the implementation of general policies of the Charter School;
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year;
- Work closely with school administration to maintain financial accountability for Mueller and Bayfront;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approve annual independent financial audit;
- Regularly measure progress of both student and staff performance;
- Establish complaint procedures that ensure due process and facilitate the satisfactory resolution of issues.
- Work with Mueller Charter School Executive Director to establish employment policies, practices and procedures.
- Engage in ongoing strategic planning;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments
- Serve as fiscal agents of the organization's assets and exercise due diligence to oversee that the organization is well-managed and that its financial situation remains sound, including approving the annual and interim budget reports and expenditures;
- Approve monitor, and support progress toward the educational goals of the LCAP, based on a recommendation from the Administrative Team;
- Monitor the implementation of, and adherence to, all Elements of the Mueller Charter Petition;
- Approve compensation for staff with Charter Board employee members recusing to comply with conflict-of-interest standards.
- Read, consult and uphold each element of our Charter Petition.
- Ensure compliance with applicable laws such as the Brown Act and applicable conflict of interest laws.

The Mueller Charter Board of Directors will meet regularly in accordance with the Brown Act and Education Code Section 47604.1(c). All meetings shall be held in San Diego County. The Executive Director or Board may call a special meeting with a 24-hours' notice.

The presence of a majority of the members shall be required in order to constitute a quorum necessary for the transaction of the business of Mueller Charter Board of Directors.

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.

Any Mueller Charter Board of Directors member who willfully and for monetary gain used or discloses confidential/privileged information could be guilty of a violation of law and subject to the consequences associated with that violation.

Any Mueller Charter Board of Directors member who releases confidential/privileged information contrary to the provisions of this charter may be publicly censured by a majority vote of the members of the Mueller Charter Board of Directors.

A Mueller Charter Board of Directors member will consult with the Executive Director or designee for the preparation of the Board's agenda; call meetings of the Board as deemed necessary outside of the regular meetings and use the following order in conducting its meetings:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Rule on parliamentary procedure.
8. Put motions to a vote and state clearly the results of the vote.
9. Present a monthly report sharing progress on Board business, projects and any other relevant school business.
10. Have all the rights of any member of the board, including the right to move, second, discuss, and vote on all questions before the Board

The Charter Board of Directors shall comply with the Brown Act.

The Charter Board of Directors will comply with all applicable Conflict of Interest prohibitions and has adopted a Conflict-of-Interest Code [CM22.1]that complies with the Political Reform Act and the Charter School complies with, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

The Charter Board of Directors 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 the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, 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 Charter 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 of Directors.

Parental Involvement in Governance

Parents are invited and encouraged to participate in the governance of their child's school via Parent Councils at Mueller and Bayfront.

The Parent Council will have the following major responsibilities:

- To monitor and review implementation of the charter petition;
- To monitor the progress of MCS toward achievement of charter goals;
- To improve communication between home and school;
- The Parent Council will meet monthly and will maintain minutes;
- The Parent Council may develop and follow goals and operating Guidelines.
- To ensure all students are participating in meaningful activities that build pathways toward college and careers;
- To represent the interests of all parents and partners in improving operations of Mueller and Bayfront as a community school;
- To improve overall communication between Charter School staff, parents and community partners;
- To ensure that the Charter School programs and learning opportunities reflect broad community interests;
- To assist in creating wide network of support for students, families, and the community;
- To assist the school in providing students with rich, community-based learning experiences, especially through field studies, mentorships, work study, internships, and service projects;
- To serve, as needed, on panels for student exhibitions, performances or projects.

Executive Director

Mueller Charter School's Executive Director is an inspiring, collaborative, and student-centered educator representing a diverse community with a population of students with diverse backgrounds. The Executive Director is an individual who is successful working with culturally diverse families and communities, demonstrating a commitment to strengthening community engagement and communication with the diverse population of Mueller's community. The Executive Director is responsible for the implementation of the organization's strategic plan, as well as the financial, program, and administrative management of the organization. The Executive Director will manage a leadership team and will report to the Board of Directors.

The position also depends on qualities that go beyond any credential. The Executive Director supervises and empowers staff in a way that allows them to do their best work, and builds genuine, productive relationships with all of Mueller's educational partners. Sound human relations skills and sensitivity to the needs of others guide this work, alongside strong assessment, analytical, and diagnostic skills that inform decisions across the school. Clear, thoughtful communication is central to the role, as is a steady commitment to carrying out the charter petition with fidelity while staying current on state and national education policy as it evolves.

ELEMENT FIVE: Employee Qualifications

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

Mueller shall ensure that all employees meet the qualifications required under California law, including but not limited to the Education Code, the Charter Schools Act, and applicable federal laws. In accordance with Education Code Section 47605(c)(5)(E), the Charter School shall identify and maintain appropriate qualifications for all positions and ensure that individuals employed possess the knowledge, skills, and experience necessary to perform their assigned duties. The Charter School is committed to hiring and retaining high-quality staff who support the academic, social-emotional, and developmental needs of all students.

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Decisions regarding the hiring of the Executive Director rest solely with the Board of Directors.

All employees shall meet applicable legal requirements prior to the commencement of employment. These requirements include, but are not limited to, fingerprinting and criminal background clearance through the California Department of Justice in accordance with Education Code Sections 44237 and 45125.1, tuberculosis (TB) risk assessment or testing, and verification of authorization to work in the United States.

The Charter School reserves the right to hire part-time staff, temporary consultants, auxiliary personnel, short-term at will and/or any other Charter School employees.
All staff at the Charter School must demonstrate an on-going and consistent:

- Commitment to the goals of Mueller-Bayfront Charter School;
- Ability to engender continuous progress toward 90% at grade level;
- Commitment to the success of all employees in achieving organizational goals;
- Acceptance of a climate of ambiguity, innovation, and accountability;
- Commitment to our pursuit of Achievement, Autonomy, and Accountability;
- Commitment to a program of continuous personal and professional growth.

All employees of Mueller Charter School, including the Executive Director and the Principals, will be employees of the charter and will maintain no duties or obligations to the Chula Vista Elementary School District. Each certificated and classified employee at the Mueller Charter

School will meet the state-licensing requirement applicable for the position the employee holds. Verification will be done through the established procedures with the Human Resources Department of the Chula Vista Elementary School District. The selection and appointment of Mueller Charter School staff members shall be the exclusive prerogative of the Mueller Charter School Executive Director, after having received input from an interview committee designees' representative of the position being interviewed such as grade level leads and teachers, parents, and classified personnel.

In partnership with CVESD's Human Resources, and as a fiscally independent charter school, fiscal and personnel decisions shall be internal to the charter as approved by the Charter Board of Directors. Mueller Charter School, through its designees and as approved by the Charter Board of Directors, shall have the sole responsibility and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel consistent with federal and state laws, rules and regulations and the Mueller Charter School. In accordance with Education Code Section 47605(e)(1), Mueller Charter School is and will continue to be nonsectarian in its employment practices and all other operations. Mueller does not discriminate against protected classes in its staffing selections.

All Mueller Charter School employees must comply with CVESD's employee processing policies and procedures to include, but not be limited to fingerprints, criminal records search, employment physical, proof of identity, eligibility to work in the United States, and tuberculosis ("TB") screening. The Charter School will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (race or ethnicity, religion, sexual orientation, nationality, gender, gender identity,
gender expression, actual or perceived disability, 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). All employees hired will be considered employees of the Charter School to which transfer rights and reciprocity do not apply. This status is further detailed in Element 13 of the Charter Petition.

The Mueller Charter School complies with the requirements of the State of California with regard to the recruitment and hiring of teachers. The criteria (qualifications) for persons applying for certificated positions are critical and required for all teaching positions at Mueller Charter School to ensure the achievement of our vision and philosophy.

Executive Director Qualifications

Mueller Charter School's Executive Director leads with an uncompromising focus on students, grounded in the credentials, experience, and judgment the role demands. The Executive Director holds a Clear Administrative Credential, along with applicable underlying credentials such as a Multiple Subject, Single Subject, and/or Specialist credential; a Doctoral degree with a focus in Education is preferred. The role calls for at least five years of progressively responsible administrative experience, including service as a site principal, experience in financial management built on a foundation of highly successful classroom teaching. Because Mueller operates within the charter sector, the Executive Director brings direct experience working in

charter schools, including experience leading them, and ideally has managed state programs and grants as well.

The Executive Director is an organizational leader who promotes the charter vision and works to achieve the charter goals. The role carries broad organizational responsibility. The Executive Director develops and implements the school's strategic plan, translating Mueller's mission, vision, and goals into concrete priorities and action; oversees the organization's financial management, ensuring resources are allocated soundly and in service of student outcomes; and directs the day-to-day administrative management of the organization, from operations to compliance. The Executive Director also builds and manages a leadership team capable of carrying this work forward, delegating appropriately while maintaining clear accountability across the organization.

Administrator Qualifications
Mueller's administrators lead the instructional and operational work of the school day to day, under the direction of the Executive Director. The Principal serves as the school's educational leader, holding an Elementary or Single Subject credential and a California Administrative Services (Tier 1) Credential, and/or a doctorate in education; a master's degree in School Administration is highly desirable, built on a foundation of successful teaching experience. The Associate Principal supports the Principal directly and assumes the principalship in the Principal's absence, and holds an appropriate prerequisite credential, typically a teaching and/or service credential, and eligibility for an Administrative Services Credential, also supported by a master's degree in School Administration and preferably has successful teaching experience.

Beyond these formal credentials, all administrator roles require a working knowledge of charter policy and relevant sections of the California Education Code, since administrators are responsible for interpreting and implementing these requirements at the school site. The positions call for the judgment to supervise and evaluate certificated and classified staff, resolve student discipline matters appropriately, and lead safety and emergency preparedness efforts, along with the relational skill to work effectively with students, families, staff, and the broader community in service of Mueller's mission.

Teacher Qualifications
Teachers shall hold the CTC certificate, permit, or other document required for the teacher's certificated assignment, and EL Authorization as required for the assignment. Mueller may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. MCS shall comply with Education Code Section 47605(l). All teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

Teachers assigned to a TK classroom shall additionally have at least one of the following:

- At least 24 units in early childhood education, or child development, or both; as determined by the local education agency employing the teacher, professional experience

in a classroom setting with preschool-age children that is comparable to the 24 units of education described above;
- A child development permit issued by the CTC.

Facilities Staff Qualifications
Mueller's facilities/custodial staff are responsible for keeping school buildings and grounds clean, safe, secure, and well-maintained. These roles require a high school diploma or equivalent, along with recent, successful experience in janitorial or custodial work; the more senior custodial role additionally calls for demonstrated ability to plan and organize custodial operations, perform minor and emergency repairs, and coordinate scheduling for services. Facilities/custodial staff must be able to follow oral and written directions, maintain a reliable maintenance schedule with minimal supervision, and apply thorough knowledge of the methods, materials, and safety practices used in janitorial work, along with sound judgment in public relations as they interact with students, staff, and visitors throughout the day.

Office and Administrative Staff Qualifications
Mueller's office and administrative staff carry out the clerical, records, operational work, and community communication that keeps both schools running and connects families with the support they need. At minimum, these positions require a high school diploma or equivalent; more advanced roles, particularly the Office Manager and Operations Manager, require several years of progressively responsible clerical, secretarial, or office management experience, including experience overseeing the work of other office staff. In addition to being able to independently perform highly complex research and special assignments. Across this group, qualifications include knowledge of modern office practices and correspondence, and proficiency with standard office and productivity software; higher-level positions additionally require skills such as accurate high-speed typing, budgetary and financial recordkeeping, and the ability to communicate sensitive information appropriately to families, staff, and district officials. Roles with regular family, health, or attendance contact also require current CPR/First Aid certification, and several positions value or require bilingual communication skills to serve Mueller's family population.

Instructional Assistant Qualifications
Mueller's instructional assistants provide direct, day-to-day support to teachers and students. These roles require a high school diploma or GED, and, consistent with California law, all personnel working in an instructional setting must pass a state-required proficiency examination in reading, writing, and mathematics before being considered for the position. Preferred qualifications include prior experience working with children, coursework or completed units in child development for positions serving younger students, and bilingual English/Spanish skills to support Mueller's Multilingual Learner population. Instructional assistants must be able to follow oral and written instructions, communicate clearly and appropriately with both students and adults, and build supportive, effective relationships with the children in their care; those working with the youngest students must also meet specific physical requirements related to lifting, mobility, and active classroom and playground supervision.

ELEMENT SIX: 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 [Education Code] Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, the Charter School will maintain and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and reviewed on an ongoing basis by the Executive Director, the Principals and the Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District upon reasonable request.

Procedures for Background Checks
Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering in a role outside the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training
All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

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

Immunizations
All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School
The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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

Menstrual Products
The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of this section Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Suicide Prevention Policy
The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. The policy is Attached as Appendix C.

Prevention of Human Trafficking
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Diabetes
The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian for all incoming students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes;
- A description of the risk factors and warning signs associated with type 2 diabetes;
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for the disease;
- A description of treatments and prevention methods of type 2 diabetes;
- A description of the different types of diabetes screening tests available.

All Gender Restrooms
The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals
The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess
Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act
The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education
If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information
The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns
The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2 and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

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

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable

g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and principals and, if there is merit to the concern, they shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Drug, Alcohol, and Smoke-Free Environment
The Charter Schools shall each function as a drug, alcohol, and smoke-free environment.

Workplace Violence Prevention Plan
The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood-borne Pathogens
The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to

contact with blood borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety
The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter Schools shall each conduct fire drills at all of its facilities as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures
The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. Attached as Appendix D.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

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

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act
Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice
At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs
The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.
In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT SEVEN: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605 (c)(5)(G).

The Charter School anticipates that the mission of school will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the Chula Vista Elementary School District, Mueller will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Our programs bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. Mueller is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. Mueller will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school and will use this information to determine where additional outreach efforts are needed.

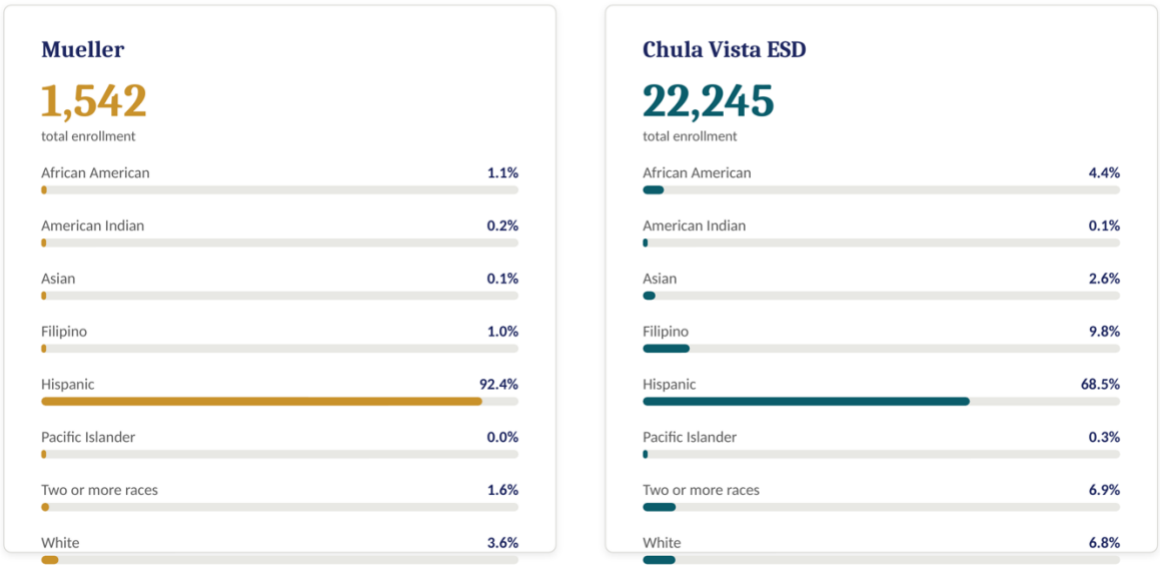
Recruitment and admission practices are expected to reflect the racial and ethnic diversity, special education, and English Learner balance of the general population of the Chula Vista Elementary School District as well as the needs and requirements of our program. No student will be denied admittance to the Charter School based on any protected classification.

Demographics

Mueller Charter School has a balance of racial and ethnically diverse students and serves a notably higher share of English Learners, Homeless, and Socioeconomically Disadvantaged students than Chula Vista Elementary School District, with a lower share of Students with Disabilities. Mueller's population is far more concentrated among Hispanic students (92.4% vs. 68.5% districtwide), with correspondingly smaller percentages across every other race/ethnicity category, reflective of the general population residing within the territorial jurisdiction of the Chula Vista Elementary School District. The Charter School will continue to engage in efforts to partner with the community and strive for a school population that is diverse and reflective of our community.

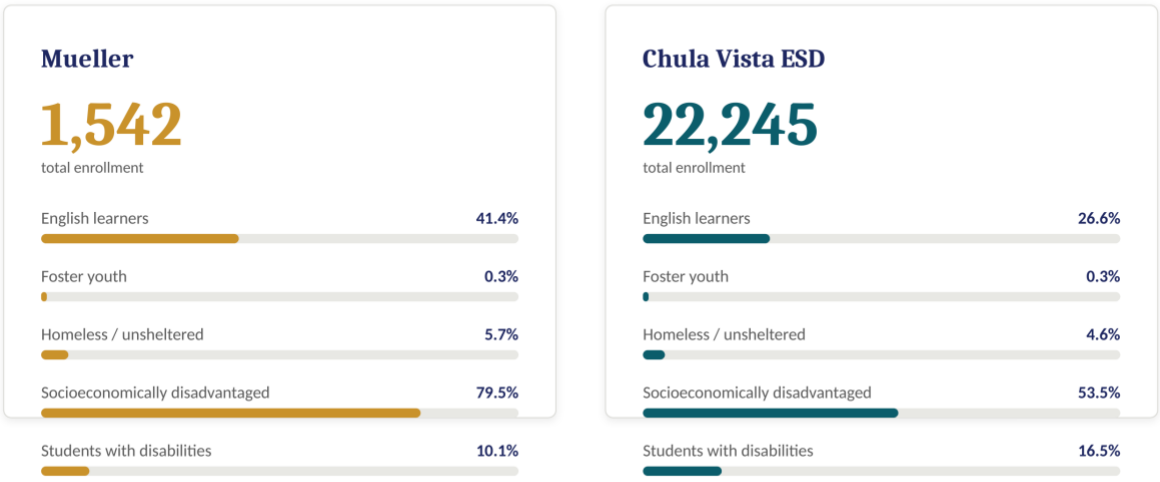
Race and ethnicity

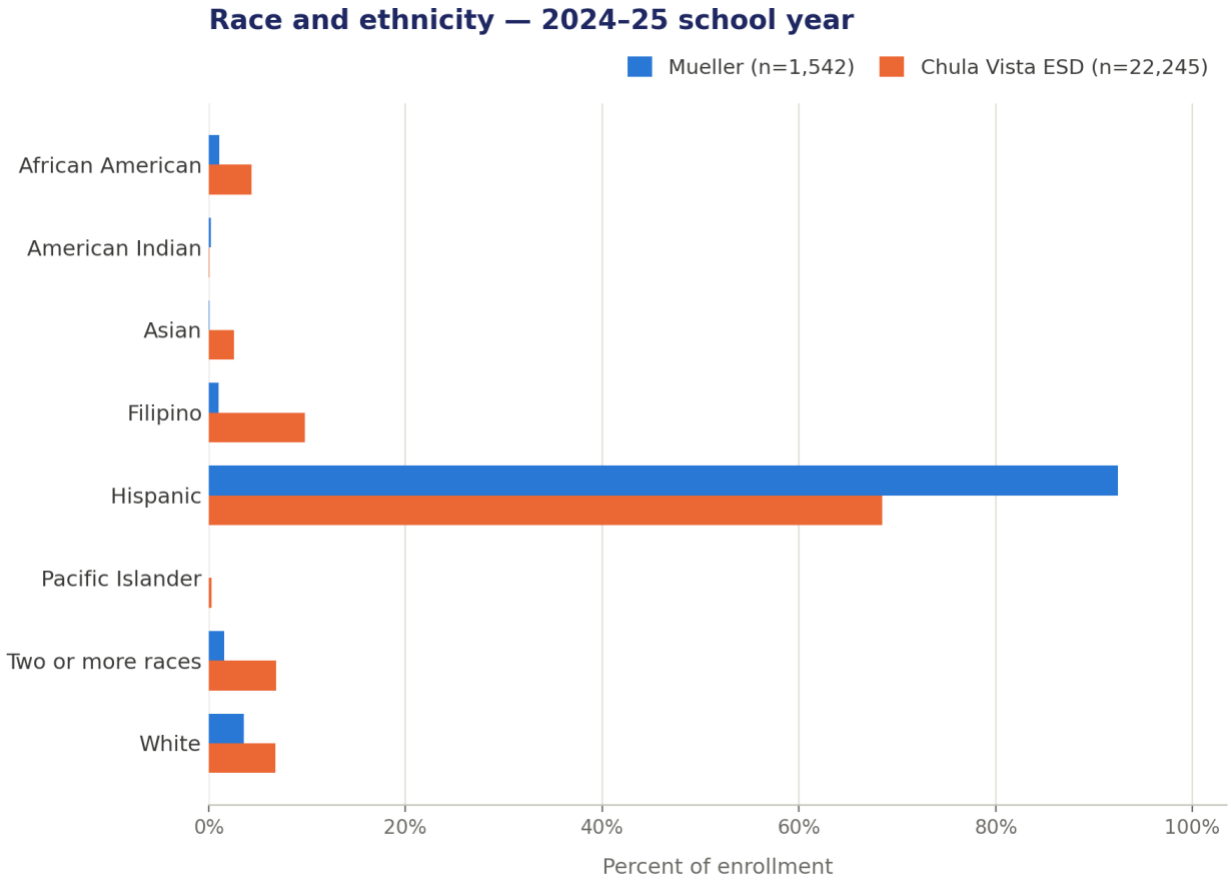
Mueller and Chula Vista Elementary School District — 2024–25 school year

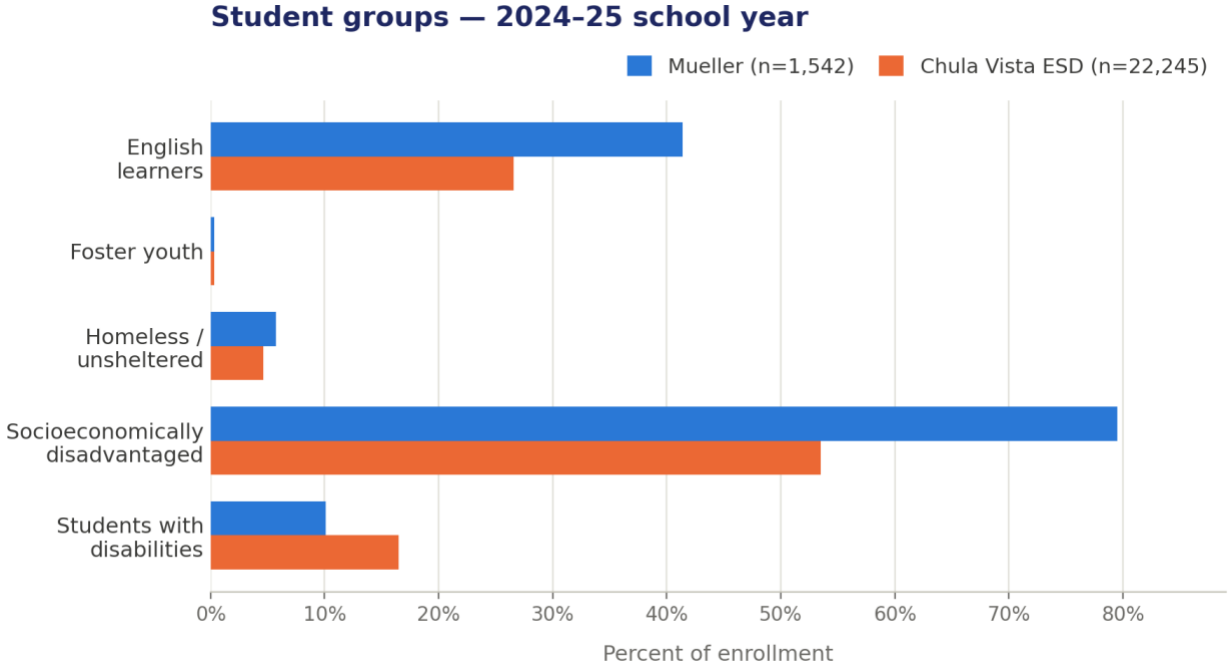


Student groups

Mueller and Chula Vista Elementary School District — 2024–25 school year




Race and ethnicity — 2024–25 school year
Mueller (n=1,542)
Chula Vista ESD (n=22,245)
African American
American Indian
Asian
Filipino
Hispanic
Pacific Islander
Two or more races
White
0%
20%
40%
60%
80%
100%
Percent of enrollment


Student groups — 2024–25 school year
Mueller (n=1,542)
Chula Vista ESD (n=22,245)
English learners
Foster youth
Homeless / unsheltered
Socioeconomically disadvantaged
Students with disabilities
0%
10%
20%
30%
40%
50%
60%
70%
80%
Percent of enrollment

Community Engagement and Diversity

Outreach and Recruitment. Mueller conducts open, non-discriminatory recruitment and admissions consistent with charter law, and actively markets the school to the broadest possible cross-section of families in its surrounding community. Outreach materials are made available in the languages families speak at home, and information about enrollment, programs, and events is shared through community partners, local events, and direct family outreach. Mueller reviews its enrollment demographics each year against those of Chula Vista Elementary School District and Sweetwater Union High School District as a whole and uses those comparisons to identify where additional outreach may help the school better reflect the full diversity of the community it draws from.

Family and Community Engagement. Ongoing engagement is built into the fabric of the school, not treated as a periodic event. Mueller's Community School and Expanded Learning Opportunities Program (ELOP) staff serve as a first point of contact connecting families to school and community resources, and the school's Parent Council, DELAC, and Community School Advisory Council give families a direct, structured voice in school decisions. Regular parent education opportunities, informational meetings, and community events, including food and clothing drives and distribution events, are designed to serve families regardless of language, income, or background, and to build the trust that keeps families engaged with the school over time. The collaboration between families and staff described throughout Mueller's family and community engagement opportunities further ensures that family voice is part of how individual students are supported, not just how the school communicates broadly.

A School Community Reflective of the Neighborhood. Mueller's enrollment includes a significantly higher proportion of Socioeconomically Disadvantaged students, English Learners, and Homeless/unsheltered students than the district overall, reflecting the school's longstanding commitment to serving families with the greatest need. Mueller recognizes that its racial and ethnic composition is more concentrated than the district's, most notably a higher share of Hispanic students and a lower share of most other racial and ethnic groups and is committed to continuing outreach efforts aimed at ensuring all families in the community see Mueller as accessible and welcoming to them, regardless of race, ethnicity, home language, or income. Mueller will continue to monitor its enrollment data annually, in comparison with district-wide demographics, to inform and adjust its recruitment and outreach strategy going forward.

ELEMENT EIGHT: Admission Policies and Procedures

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

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment in the Charter School.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include a Student Enrollment form, Proof of Immunization, Home Language Survey, Completion of Emergency Medical Information Form, Proof of minimum age requirements, Release of records[1], and Family Income/School lunch Application.

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Public Random Drawing

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

- First: Siblings of students admitted to or currently attending the Charter School
- Second: Children of Charter School teachers and staff
- Third: Students who reside within the former attendance boundary of Mueller Elementary School
- Fourth: Students who reside within the District

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

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

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

Attendance Agreement

Parents/guardians of students enrolled at the Charter School will be expected to make a commitment to the Charter School's goals and policies, including attendance policies. As an expression of their commitment to the charter school, parents/guardians will be expected to read and sign the Attendance Agreement and the Parent Compact when registering their child at Mueller Charter School.

ELEMENT NINE: Suspension and Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

Mueller Charter School developed procedures and process for suspensions and expulsions following the review of Education Code Sections 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Corporal punishment shall not be 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.
The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according to due process to such students.
No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian[3] and shall inform the student,

[3] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice,

and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

A. 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; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension or Expulsion Offenses. Students may be suspended or expelled when the Executive Director or designee determines the student:

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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

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.

involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "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 policy, "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 their own safety or for their 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 their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students 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 Education Code Section 233(e). This provision shall apply to students 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 provision shall apply to students 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 their age, or for a person of their 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 their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their 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 school site, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 or other dangerous object of no reasonable use to the student 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.

Non-Discretionary Suspension Offenses: Students must be suspended and may be recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel 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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

Suspension shall be implemented in accordance with due process requirements. Prior to suspension, students shall receive notice of the alleged violation and an explanation of the evidence, along with an opportunity to present their version of events.

2. Notice to Parents/Guardians

Parents or guardians shall be notified in writing of the reason for suspension, the length of the suspension, and their due process rights. At the time of the suspension, an administrator or

designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian may 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspensions shall be limited to lawful durations under applicable law. Students suspended for more than ten (10) school days in a school year shall continue to receive educational services to ensure ongoing access to the general education curriculum and progress toward academic goals.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the Executive Director following a hearing before it. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

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 and recommends the student for expulsion.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order

for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.
The Executive Director or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA.)

Expulsion proceedings shall follow a formal process designed to ensure fairness, safety, and due process. When a student is recommended for expulsion, written notice shall be provided to the student and parent or guardian, including

1. The specific charges, facts, and offense upon which the proposed expulsion is based.
2. The date, place, and time of the hearing.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of 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.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

An impartial hearing panel shall conduct the expulsion hearing. During the hearing, the student shall have the right to present evidence and witnesses, question evidence presented and be represented by an attorney or other advocate. A written record of the hearing shall be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record

of the proceedings can be made. The decision to recommend expulsion must be supported by evidence which reasonable persons can rely in the conduct of serious affairs, and findings shall be based solely on evidence presented at the hearing, but no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

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 record 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 determination by the Hearing Officer or 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. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

Following the hearing, the panel shall provide written findings and a recommendation to the Board of Directors. The Board shall make the final determination regarding expulsion within ten (10) school days after the conclusion of the hearing. The decision of the Board shall be final. If expulsion is not upheld, the student shall immediately be returned to their prior educational program.

J. Written Notice to Expel

Parents and guardians shall receive written notification at each stage of the disciplinary process. The Executive Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 Charter School. Mueller Charter School shall ensure that parents are informed of their rights throughout the process. For students with disabilities, parents shall also be informed of additional procedural protections under state and federal law. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

K. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Appeals
There is no right to appeal an expulsion from the Charter School; the Hearing Officer or Panel's

decision to expel is final.

M. Expelled Students/Alternative Education /Readmission

Students who are expelled shall be responsible for seeking alternative education programs which may include programs within the student's district of residence or county programs. Mueller Charter School shall cooperate with parents and the district of residence to assist in identifying appropriate educational options. At the time of expulsion, the Board of Directors shall develop a rehabilitation plan for the student, which shall include expectations for readmission and a review date not later than one year from the date of expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian 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 or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Hearing Officer or Panel should avoid live testimony of student witnesses when practicable. The Hearing Officer or Panel 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 that shall be examined only by the Hearing Officer or Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to receive reasonable advance notice of their scheduled testimony; and have up to two adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel.

2. The Charter School will provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel 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 Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person should be presented before the testimony of the

complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

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

1. 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.

2. 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 child'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 alterative educational setting.

3. 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, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School 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 child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 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/504 Plan, then the Charter School 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.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or 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, 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.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child 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:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. 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

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

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

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

The Charter School 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child,

directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT TEN: Retirement Programs

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

Certificated employees at Mueller Charter School who are eligible will participate in the State Teachers' Retirement System ("STRS"). Noncertificated employees at the Charter School will participate in the Public Employees' Retirement System ("PERS") or some other retirement program (e.g., 403(b)). All non-certificated employees at Mueller Charter School will participate in the federal social security system. The Charter School shall coordinate required STRS and PERS reporting with the Chula Vista Elementary School District and San Diego County Office of Education, and with the federal social security system, as appropriate.

ELEMENT ELEVEN: 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(c)(5)(K).

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

ELEMENT TWELVE: 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(c)(5)(L).

No public school district employee shall be required to work at a Charter School. Employees of the District who choose to resign from the District to work at the Charter School will become an employee of the Charter School with 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.

Health and Welfare Benefits
Employees of Mueller Charter School will receive benefits in the same manner as CVESD employees with regard to health and welfare benefits for the employee and their dependents (medical insurance, dental insurance, life insurance, and vision insurance), state teacher retirement system (STRS) and public employee retirement system (PERS).

Salary
Mueller Charter School salary schedules are based on the Chula Vista Elementary School District approved per diem rates and their Step and Class Schedule plus an additional 3.84%. MCS will adjust its salary schedule to remain competitive with CVESD as long as the Mueller Charter School Board determines that the budget will allow for the increase. Revenues, expenditures, and salary will be reviewed annually. Recommendations may be made by the Mueller Charter School's Leadership Councils and finalized/approved by the Mueller Charter School Board. Mueller employees serving on the governing board shall not discuss or vote on any decision regarding salaries, benefits, or any compensation.

CVESD staff assigned to Mueller Charter School are considered employees of CVESD and are compensated by CVESD.

ELEMENT THIRTEEN: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M)

Education Code Section 47605 (c)(5)(M) requires that a charter designate the procedures to be followed by the charter school and the chartering authority in the event of a dispute relating to the provisions of the charter. In the case of Mueller Charter School, the chartering authority is CVESD.

Disputes Between the Charter School and the District

Mueller Charter School and Chula Vista Elementary School District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

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

The Superintendent and Executive Director, 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 Executive Director, 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 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 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 District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a

Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. 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 District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT FOURTEEN: 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(c)(5)(N).

Closure of the Charter School will be documented by official action of the CVESD Board of Education. 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.

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the 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, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts

receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33 with the assistance of the District.

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain with CVESD except that the Charter School shall return 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.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

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(h).

Attached in the Appendix, please find the following documents:

- Budget narrative, Appendix E
- Financial projections, Appendix F
- Cash flow for three years of operation, Appendix G

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

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

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

All major expenses must be approved by Mueller Charter Board of Directors. When possible, proposed expenses should be presented to Leadership Councils first. If amount exceeds budget allocation financial solvency must be clarified prior approval.

Administrative Services
Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

Mueller Charter School may contract with the District for goods or services. Such contracts, however, shall not be construed to negate the operational independence of the Charter school from the District.

Mueller Charter School may contract for its administrative services including, but not limited to, accounting, budgeting, payroll, and independent audit services with the Chula Vista Elementary School District, or the San Diego County Office of Education, or a commercial firm.

Facilities
Governing Law: The facilities to be used 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(h).

Mueller Charter School shall serve students in transitional kindergarten through twelfth grade. The facilities to be utilized by the transitional kindergarten through eighth grade program shall maximize the usage of 43 classrooms. Students in ninth through twelfth grades shall maximize the usage of 19 classrooms. Mueller's Elementary School program is located at 715 "I" St., Chula Vista, CA 91910. Mueller's Middle School program is located at 715 "I" St., Chula Vista, CA 91910. Mueller's High School program (Bayfront Charter High School) is located at 830 Bay Blvd., Chula Vista, CA 91911

Insurance
Mueller Charter School will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies as part of the Chula Vista Elementary School District's insurance program.

Potential Civil Liability Effects
Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Pursuant to Education Code Section 47604(d), an authority 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.

Mueller Charter School updates health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts, as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Personnel Policies
Mueller Charter School adheres to personnel policies that meet with the approval of the Mueller Charter Board of Directors, as advised by legal counsel. Mueller Charter School reserves the right to hire all full/part-time staff, temporary consultants, auxiliary personnel, short-term at will and/or charter employees in accordance with all applicable laws.

Programmatic Audit
Mueller Charter School compiles and provides to the Chula Vista Elementary School District an annual performance report upon request. This report includes the following data:

- Summary data showing student progress toward the goals and outcomes in Element Two from assessment instruments listed in Element Three
- An analysis of whether or not student performance is meeting the goals specified in Element Two
- A summary of major decisions and policies established by Mueller Charter Board of Directors during the year
- Data on the level of parent involvement
- Data on number of employees as well qualified and working on site
- A copy of the school's health and safety plan and/or a summary of any major changes to those policies during the year
- Overview of school's admission practices and data regarding the number of students enrolled, number of students on waiting lists and the number of students expelled and/or suspended
- Analysis of the effectiveness of the school's internal and external disputes and data on the number/resolutions of disputes and complaints
- Information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter

APPENDIX

Appendix A: Bayfront Profile

Dr. Maureen DeLuca, Executive Director
maureen.deluca@cvesd.org
Dr. Jason Josafat, Principal
jason.josafat@bayfrontcharter.com
(619) 934-7000 fax (619) 934-7001
www.bayfrontcharter.com

BAYFRONT CHARTER HIGH SCHOOL
830 Bay Blvd., Chula Vista CA 91910
Our Students Will Change the World

Bayfront Charter High School

School Profile 2026-27

CEEB Code: 054777
Principal: Dr. Jason Josafat
School Counselors: Mr. Fernando Guerrero Ortiz, Ms. Grisel Guijarro, & Mr. Emery Barajas, Ms. Elysabeth Buncab
College & Career Program Specialist: Ms. Addie Honeycutt

Community

Located seven miles from the Mexican border in southwest San Diego, BCHS serves a diverse population that reflects the broader urban community:

- **96% are people of color**
- **91% are Latino/a**
- **20% have IEPs or 504 plans**
- **75% socioeconomically disadvantaged**
- **22% are designated Multilingual Learners**

School

Bayfront Charter High School is a four-year public charter high school created as an extension of one of California's first and most innovative K-8 charters, Mueller Charter. Bayfront serves 556 students in grades 9–12. The school opened in the fall of 2014 with 67 freshmen and graduated its first senior class in the spring of 2018. Bayfront Charter High School is ***accredited by the Western Association of Colleges and Schools***.

In 2014, the charter was revised to reflect the vision of a small, personalized and student-centered high school on a separate campus and with a different name. ***Students are offered extensive opportunities to lend their ideas and their collective voice in the design of their school*** through surveys, their ASB representatives, and the one student representative who is a voting member of the Board of Directors.

Bayfront's first graduation, Class of 2018



Curriculum

Bayfront's academic program is organized on the ***4x4 Block Schedule***. Students enroll in 4 classes during the first term (July-December) and 4 different classes during the second term (January-June). Each class is worth 10 credits (5 for each quarter); 40 credits is the maximum course load per term. Students attend each class daily for 85 minutes Monday through Thursday and 65 minutes on Fridays. Our Integrated Math courses are offered year-long.

Bayfront offers ***7 AP courses:*** American Government, Biology, English Language, English Literature, Pre-Calculus, Calculus, 2D Art and Spanish Language and Culture. Due to our small size, some years not all APs are offered.

Students have the option of ***6 honors classes***: English 10, English 11, English Language, Precalculus, Calculus, Trigonometry, and Human Anatomy.

Early College & Dual Enrollment Pathways

BCHS partners with Southwestern College. We currently offer ***12 dual enrollment sections,*** more than any other school in the South Bay region of San Diego. Students in the classes of 2028, 2029 & 2030 may apply to our **Early College program, where students will earn 43 college credits and complete their CalGETC requirements** by the time they graduate from Bayfront. Students in class of 2029 & 2030 also have an option of enrolling in one of our **CCAP Pathways**, in which they take a designated dual enrollment course each semester in order to **complete up to 75% of an**

Associate's Degree for Transfer in Allied Health, Psychology or Administrative Justice.

Grade and Ranking

A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	<59	0
INC	Incomplete	0

Grade Point Average & Rank

Transcripts include the overall GPA as well as the University of California "A-G" GPA (9th grade summer–11th grade summer, "A-G" approved courses only.) A minimum of 240 credits is required for graduation (24 classes.) AP, Honors, dual enrollment courses, and approved concurrent enrollment courses are weighted by one point. Students are ranked using their cumulative, weighted GPA.

Standardized Test Results

SBAC 2026 Scores

- ELA: 61% Proficient and Advanced
- Math: 37% Proficient and Advanced

Advanced Placement Results

- In May 2026, 116 AP exams were taken by 88 students with a pass rate of 64%

Class of 2027 Grade Point Averages

- Highest GPA (as of fall 2026): 4.22
- Lowest GPA (as of fall 2026): 1.19



Post High School Placement

Bayfront graduated 99% of its students in spring of 2026. Of these students:

- **60% met CA A-G requirements**
- **54% completed 1 or more dual-enrollment courses with a C or better**
- **22% planned to attend a 4-year college**
- **52% planned to attend community college or trade school**

Post-secondary Enrollment

Graduates from the classes of 2018 to 2026 have attended a variety of schools within the University of California and California State University systems, as well as private and out-of-state institutions.

Contact Information

(619) 934-7000

Mr. Emery Barajas
emery.barajas@bayfrontcharter.com

Ms. Grisel Guijarro
grisel.guijarro@bayfrontcharter.com

Mr. Fernando Guerrero Ortiz
fernando.guerrero@bayfrontcharter.com

Ms. Elysabeth Buncab
elysabeth.buncab@bayfrontcharter.com

Ms. Addie Honeycutt
addie.honeycutt@bayfrontcharter.com

Appendix B: Calendar

MUELLER CHARTER SCHOOL 2026-2027 STUDENT CALENDAR

JULY 2026

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

7/20-21 Teacher Inservice
7/22 First day of school
7/22-24 Minimum Days

AUGUST 2026

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

8/17-21 Minimum Days/Home Visits

SEPTEMBER 2026

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

9/7 Holiday - Labor Day
9/28-10/5 Fall Break

OCTOBER 2026

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

9/28-10/5 Fall Break
10/5 Teacher Inservice
10/6 Students Return

NOVEMBER 2026

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

11/11 Holiday – Veteran's Day
11/16-20 Minimum Days/Conferences
11/23-27 Thanksgiving Break
11/30 Students Return

DECEMBER 2026

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

12/21-1/13 Winter Break

JANUARY 2027

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

12/21-1/12 Winter Break
1/4-1/12 Winter Intersession/ELOP
1/11-1/12 Teacher Inservice
1/13 Students Return
1/18 Holiday – MLK Jr. Day

FEBRUARY 2027

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

2/12;2/15 Holiday – President's Day

MARCH 2027

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

3/15-19 **Minimum Days/Conferences**
3/22-26 Spring Intersession/ELOP
3/29-4/2 Spring Break

APRIL 2027

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

3/29-4/2 Spring Break
4/5 Students Return

MAY 2027

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

5/31 Holiday – Memorial Day

JUNE 2027

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

6/4 Last day for Students/Staff
6/7-25 Summer School/ELOP
6/18 Holiday- Juneteenth

Regular Days | Minimum Days- Dismissal:12:30 | Teacher Inservice | Holidays/Break | Intersession/Summer School/ELOP

Charter Board approved 2/19/2026

BAYFRONT CHARTER HIGH SCHOOL
2026-2027 STUDENT CALENDAR

JULY 2026

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

AUGUST 2026

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

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

NOVEMBER 2026

S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

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

JANUARY 2027

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

FEBRUARY 2027

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

MARCH 2027

S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

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

MAY 2027

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

JUNE 2027

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

7/20-21 Teacher Inservice
7/22 First day of school
7/27-31 MAPs Testing

8/13 Back-to-School Night
8/21 5-Week Progress Report

9/7 Holiday - Labor Day
9/24-25 Q1 Midterms (Min Days)
9/28-10/5 Fall Break

9/28-10/5 Fall Break
10/6 Students Return
10/15-16 Student Led Conferences

11/6 15-Week Progress Report
11/11 Holiday – Veterans Day
11/23-27 Thanksgiving Break

12/16-18 Q2 Finals (Min Days)
12/21-1/13 Winter Break

12/21-1/13 Winter Break
1/4-8 Winter Intersession/ELOP
1/11-1/12 Teacher Inservice
1/13 Students Return
1/18 Holiday – MLK Jr. Day
1/19-22 MAPs Testing

2/11 5-Week Progress Report
2/12;2/15 Holiday – President's Day

3/25-26 Q3 Midterms (Min Days)
3/29-4/2 Spring Break

3/29-4/2 Spring Break
4/5 Students Return
4/15-16 Student Led Conferences
4/26-30 CAASPP Testing

5/7 15-Week Progress Report
5/31 Holiday – Memorial Day

6/2-4 Q4 Finals (Min Days)
6/4 Last day for Students/Staff
6/7-25 Summer School/ELOP
6/18 Holiday – Juneteenth

Regular Days | Minimum Days | Student-Led Conferences | Teacher Inservice | Holidays/Breaks

Board approved 2/19/2026

Appendix C: Suicide Prevention Policy

5110: Suicide Prevention Policy
The Board of Directors of Mueller Charter School ("MCS" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with MCS and community stakeholders, MCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, law enforcement, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating MCS's strategies for suicide prevention and intervention. MCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and accessible to all. MCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for MCS. The suicide prevention point of contact for MCS and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team
To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, MCS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.
MCS designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

School Psychologist, Mueller Jennifer Dickens 619-422-6192, Bayfront Sayetzy Vejar 619-934-7000
Principal, Mueller Melinda Jones 619-422-6192 Bayfront Jason Josafat 619-934-7000

The functions of the SPCT are to:
- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;

- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development
MCS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidence-informed, aligned with best practices in suicide prevention, and it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. MCS collaborates with one or more County and/or Community Mental Health Agencies to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

Staff training is reviewed and adjusted as needed annually based on previous professional development activities, emerging best practices and feedback.
At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. Charter School shall ensure that training is available for new hires during the school year.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors.
- How to talk with a student about thoughts of suicide.
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff

member.
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal- schls.wested.org/.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
- Youth affected by suicide.
- Youth with a history of suicide ideation or attempts.
- Youth with disabilities, mental illness, or substance abuse disorders.
- Lesbian, gay, bisexual, transgender, or questioning youth.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Youth who have suffered traumatic experiences.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- The impact of traumatic stress on emotional and mental health.
- Common misconceptions about suicide.
- Charter School and community suicide prevention resources.
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- The factors associated with suicide (risk factors, warning signs, protective factors).
- How to identify youth who may be at risk of suicide.
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on MCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on MCS guidelines.
- Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- Responding after a suicide occurs (suicide postvention).
- Resources regarding youth suicide prevention.
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol –
- 20.Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond
- and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.
- Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention. Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of MCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is

typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the MCS Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

Community-based organizations that provide evidence-based suicide-specific treatments shall be

highlighted on the Charter School's website with treatment referral options marked accordingly.

Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

Suicide risk factors, warning signs, and protective factors.

How to talk with a student about thoughts of suicide.

How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Charter School's referral processes and how they or their children can reach out for help, etc.

Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, MCS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with MCS and is characterized by caring staff and harmonious interrelationships among students.

MCS's instructional and student support process shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

MCS's instructional curriculum may include information about suicide prevention, as appropriate or needed taking into consideration the grade level and age of the students, and with input from county and community mental health agencies and middle school students. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
Coping strategies for dealing with stress and trauma.
How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
Receive developmentally appropriate guidance regarding MCS's suicide prevention, intervention,
and referral procedures.
Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health
classes, orientation classes, science, and physical education).
MCS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).
Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide

prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.
The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at MCS or in the community.
When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student, and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:
Ensure the student's physical safety by one or more of the following, as appropriate:

Securing immediate medical treatment if a suicide attempt has occurred.
Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
Moving all other students out of the immediate area.
Not sending the student away or leaving him/her alone, even to go to the restroom.
Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
Promising privacy and help, but not promising confidentiality.
Document the incident in writing as soon as feasible.
Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification**.

After a referral is made, MCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, MCS may contact Child Protective Services.

Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at MCS.
Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
In the event a suicide occurs or is attempted on the MCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in MCS's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. MCS staff may receive assistance from MCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the MCS campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

Contact the parent/guardian and offer support to the family.

Discuss with the family how they would like MCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
The suicide prevention liaisons shall handle any media requests.

Provide care and determine appropriate support to affected students.

Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring
with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.
Providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.
Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in MCS activities to notify a teacher, the Principal, another MCS administrator, psychologist, MCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. MCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)
A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. MCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
- Confirm death and cause.
- Identify a staff member to contact deceased's family (within 24 hours).
- Enact the Suicide Postvention Response.
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
- Notification (if not already conducted) to staff about suicide death.
- Emotional support and resources available to staff.
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
- Review of protocols for referring students for support/assessment.
- Talking points for staff to notify students.
- Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
- Identify students affected by suicide death but not at risk of imitative behavior.
- Communicate with the larger school community about the suicide death.
- Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Consider funeral arrangements for family and school community.

- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
- Identify media spokesperson if needed.

- Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma.

As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

Include long-term suicide postvention responses:

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- Support siblings, close friends, teachers, and/or students of deceased.
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:
National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
Call or Text "988"
Call 1-800-273-8255

National Domestic Violence Hotline: Call 1-800-799-7233
Crisis Text Line: Text "HOME" to 741741
Teen Line: Text "TEEN" to 839863
Trevor Project: Text "START" to 678678
Trans Lifeline: 1-877-565-8860

Appendix D: Anti-Discrimination and Harassment Policy

5150: Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Mueller Charter School ("MCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics or association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."
To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom MCS does business, or any other individual, student, or volunteer. MCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted.
This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MCS does business, and all acts of MCS's Board of Directors ("Board") in enacting policies and procedures that govern MCS.

MCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Dean of Students, Mueller
715 “I” Street
Chula Vista, CA: 91910
619-422-6192

Associate Principal, Bayfront
830 Bay Boulevard
Chula Vista, CA: 91911
619-934-7000

Definitions
Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual’s educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:
Verbal conduct such as epithets, derogatory jokes, comments or slurs.
Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
Retaliation for reporting or threatening to report harassment.
Deferential or preferential treatment based on any of the protected characteristics listed above.

Sexual Harassment
In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MCS.
MCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.
Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:
An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
“Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).
Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of

employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:
Physical assaults of a sexual nature, such as:
Rape, sexual battery, molestation or attempts to commit these assaults.
Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:
Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment. Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or create an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student[4] or students in fear of harm to that student's or those students' person or property.
Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
Causing a reasonable student to experience a substantial interference with the student's academic performance.
Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct

Electronic act means the creation or transmission originated on or off the school site, 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
- 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 the definition of "bullying," above. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude,

[4] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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.

- "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.

Notwithstanding the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in MCS's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

MCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MCS advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

To consider how it would feel receiving such comments before making comments about others online.

MCS informs Charter School employees, students, and parents/guardians of MCS's policies regarding the use of technology in and out of the classroom. MCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MCS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender

identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MCS informs MCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.
Professional Development
MCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MCS employees who have regular interaction with students.
MCS informs certificated employees about the common signs that a student is a target of bullying including:
Physical cuts or injuries
Lost or broken personal items
Fear of going to school/practice/games
Loss of interest in school, activities, or friends
Trouble sleeping or eating
Anxious/sick/nervous behavior or distracted appearance
Self-destructiveness or displays of odd behavior
Decreased self-esteem
Charter School also informs certificated employees about the groups of students determined by MCS, and available research, to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:
Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
Students with physical or learning disabilities.

MCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MCS's students.

Grievance Procedures
Scope of Grievance Procedures
MCS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

Are written and signed;

Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
Submitted to the MCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MCS will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they
observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.
Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.
Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.
While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent.
Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.
Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MCS on a case-by-case basis.
MCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in

any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decisionmaker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

A statement that MCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MCS's policies.

MCS may remove a respondent from MCS's education program or activity on an emergency basis, in accordance with MCS's policies, provided that MCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

If a formal complaint of sexual harassment is filed, MCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MCS offers such a process, it will do the following:

Provide the parties with advance written notice of:

The allegations;

The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

Obtain the parties' advance voluntary, written consent to the informal resolution process.

MCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

The decisionmaker will not be the same person(s) as the Coordinator or the investigator. MCS shall ensure that all decisionmaker s and investigators do not have a conflict of interest or bias for or against complainants or respondents.

In most cases, a thorough investigation will take no more than thirty (30) school days.

If the Coordinator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the Coordinator or designee will inform the complainant and any respondents in writing of the reasons for the delay or extension. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Prior to completion of the investigative report, MCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

If the alleged harassment did not occur in MCS's educational program or activity, or against a person in the United States, or would not constitute sexual harassment under Title IX even if proved, the formal complaint with regard to that conduct must be dismissed for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another applicable MCS policy.

MCS may dismiss a formal complaint of sexual harassment if:

The complainant provides a written withdrawal of the complaint to the Coordinator;

The respondent is no longer employed or enrolled at MCS; or

The specific circumstances prevent MCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, MCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
MCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
The allegations in the formal complaint of sexual harassment;
All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
The findings of facts supporting the determination;
The conclusions about the application of MCS's code of conduct to the facts;
The decision and rationale for each allegation;
Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
The procedures and permissible bases for appeals.
Consequences
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from MCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by MCS in response to a formal complaint of sexual harassment.
Right of Appeal
Should the reporting individual find MCS's resolution unsatisfactory for complaints within the scope of this Policy, other than formal complaints of sexual harassment, the reporting individual may, within five (5) business days of notice of MCS's decision or resolution, submit a written appeal to the Chair of the MCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:
The complainant and the respondent shall have the same appeal rights and MCS will implement appeal procedures equally for both parties.
Within five (5) business days of MCS' written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the President of the Board, who will serve as the appeal decisionmaker or designate an appeal decisionmaker.
The decisionmaker (s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decisionmaker (s).
The complainant and respondent may appeal from a determination regarding responsibility, and from MCS' dismissal of a formal complaint or any allegations therein, on the following bases:
Procedural irregularity that affected the outcome of the matter;
New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
The Title IX Coordinator, investigator(s), or decisionmaker (s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
MCS will notify the other party in writing when an appeal is filed.
The decisionmaker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision

describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. MCS will maintain the following records for at least seven (7) years:

Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

Records of any appeal of a formal sexual harassment complaint and the results of that appeal.

Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

All materials used to train Title IX coordinators, investigators, decisionmaker s, and any person who facilitates an informal resolution process.

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Multi-Year Projection Narrative

Mueller Charter Schools — Fund 01, General Fund

Prepared to accompany the FY 2026-27 through FY 2029-30 Multi-Year Projection (MYP) and Cash Flow Projection, submitted in support of the charter renewal petition.

Purpose

This narrative summarizes the fiscal assumptions underlying the Multi-Year Projection (MYP) and Cash Flow Projection prepared for Mueller Charter Schools' ("Mueller", "MCS", or "the Charter School") charter renewal petition, organized to correspond with the SACS object-code structure of the accompanying MYP workbook (Object 8000–8999 for revenues; 1000–7999 for expenditures).

Enrollment and Attendance

Enrollment is budgeted at 1,558 pupils in FY 2026-27, rising to 1,575 in FY 2027-28, 1,590 in FY 2028-29, and completing a phased restoration to Mueller's historical level of 1,600 pupils in FY 2029-30; no growth beyond 1,600 is assumed in any year. High school enrollment has been held below this historical level in recent years due to physical space constraints, which are being addressed separately from the Proposition 2 project discussed below (see "One-Time and Capital Items"). Funded ADA is budgeted at approximately 95% of enrollment in each year, supported by Mueller's ongoing attendance-recovery efforts.

Revenue Assumptions by Object Code

The table below summarizes the SACS object-code categories comprising Total Revenue (Object 8000–8999) and the treatment applied to each:

SACS Object Code	Category	MYP Treatment
8000-8099	LCFF / Revenue Limit Sources	Driven by funded ADA
8100-8299	Federal Revenue (Title I–IV)	Held flat, no new grants
8300-8599	Other State Revenue (incl. Lottery, Mandate Block Grant, ELOP, SB 740, Prop 28 Arts, CCSPP)	Existing recurring programs only
8600-8799	Local Revenue (incl. Interest, Object 8660)	Declines as fund balance is drawn down

No incremental categorical or restricted revenue is assumed beyond amounts already reflected in the base-year budget, a conservative modeling choice, not a reflection of anticipated funding loss. Mueller has a consistent history of securing a braided mix of categorical and restricted funding (ELOP, SB 740, Prop 28 Arts, CCSPP, Mandate Block Grant, Lottery, among others), and any grants secured beyond the base year represent further upside to the figures presented here. Interest income within Local Revenue declines over the projection period as fund balance is drawn down, as discussed below.

Fund Balance and Reserves

The projection begins with a Fund 01 Beginning Fund Balance of approximately $18.6 million as of July 1, 2026. This balance is, by design, substantially larger than the state minimum reserve requirement: Mueller has intentionally built reserves over many years toward a planned capital improvement and modernization program at Mueller Charter School (TK-8), culminating in its participation in the Proposition 2 school facilities program described below. The Ending Fund Balance trajectory in the MYP, including the planned FY 2029-30 drawdown, reflects the deliberate use of these reserves for their intended capital purpose.

Per-Pupil Spending, Program, and Compensation

Notwithstanding its reserve position, Mueller consistently budgets and spends above the statewide average in per-pupil expenditures, reflecting deliberate programmatic priorities rather than inefficiency. This includes a robust experiential-education program with extensive field trips and off-campus learning (embedded in Books and Supplies and Services and Other Operating Expenditures, Object 4000–5999), a school calendar extended 9 instructional days beyond the traditional year, and teacher compensation maintained above the statewide average (Certificated Salaries, Object 1000–1999) as a deliberate retention and recruitment strategy.

One-Time and Capital Items

Mueller is undertaking two distinct, unrelated capital projects. At the high school, two new portable classrooms (completed January 2026) and an interior remodel into program-enhancing teaching stations address the space constraints noted above; funding is to be determined, expected from general fund resources and/or grants, and is reflected in Capital Outlay (Object 6000–6999). Separately, a Proposition 2 modernization at Mueller Charter School (TK-8) including a new gymnasium, food service facilities, and infrastructure improvements on a like-for-like basis, with no added classrooms or enrollment capacity is planned for FY 2029-30.[5]

Staffing and Expenditure Flexibility

The projection assumes no net increase in certificated or classified FTE; growth in Personnel Expenses (Object 1000–3999) is limited to step-and-column movement, COLA, and contractual/actuarial benefit-rate adjustments already embedded in the budget. The underlying budget is a moderately rich operating budget rather than a bare-minimum one: non-personnel expenditures within Object 4000–5999 (excluding the facility lease) could be reduced by approximately 10% to 15% if circumstances required it, without affecting the core instructional program, staffing, or facility obligations — a secondary layer of fiscal capacity beyond the stated reserves.

[5] The Proposition 2 contribution totals $10,000,000: $4,000,000 in cash and a $6,000,000 CSFA loan. The MYP reflects the full $10,000,000 as a one-time reduction to Ending Fund Balance (Building Fund Lump Sum, Prop 2, MYP Summary tab, row 23); only the $4,000,000 cash portion is an actual cash outflow, reflected in June of the FY 2029-30 Cash Flow Projection. The $6,000,000 loan is a financing source, not a Fund 01 expenditure; future debt service will be reflected under Object 7000–7999 once the loan is finalized.

Reserve for Economic Uncertainties

Mueller's projected ADA (approximately 1,493 to 1,530 over the projection period) places the Charter School within the 1,001–30,000 ADA band, for which the minimum reserve standard is the greater of 3% of total expenditures or $90,000. The MYP's Reserve as % of Expenditures (MYP Summary tab) runs approximately 65% in FY 2025-26 and FY 2026-27, 61% in FY 2027-28 and FY 2028-29, and 28% in FY 2029-30 comfortably exceeding the 3% minimum every year, even after the full $10,000,000 Proposition 2 reduction. The Cash Flow Projection performs the same 3%-of-disbursements check monthly for FY 2026-27 through FY 2029-30 and likewise confirms the minimum is met every month, including June FY 2029-30 after the $4,000,000 Prop 2 cash outflow.

Appendix F: Financial Projections

Mueller Charter School		2026-27	2027-28	2028-29	2029-30
FY2025-2030	**Enrollment**	1,558	1,575	1,590	1,600
MYP Summary	ADA %	95%	95%	95%	95%
	ADA	1,493	1,505	1,521	1,530
	COLA	4.31%	3.30%	3.09%	3.11%
Object Account Code	**Description**	**MYP**	**MYP**	**MYP**	**MYP**
8000-8099	Revenue Limit	22,172,879	23,027,183	24,026,407	24,955,983
8100-8299	Total Federal Revenue	650,955	650,955	650,955	650,955
8300-8599	Other State Revenue	3,894,635	3,903,047	3,911,627	4,220,379
8600-8999	Local Revenue	440,751	264,451	264,451	133,000
8000-8999	**Total Revenue**	**27,159,220**	**27,845,636**	**28,853,440**	**29,960,317**
1000-1999	Certificated Salaries	11,082,971	11,193,801	11,417,677	11,646,031
2000-2999	Classified Salaries	2,910,956	2,954,621	2,998,940	3,043,924
3000-3999	Employee Benefits	5,742,656	5,839,184	5,934,395	6,031,646
1000-3999	**Total Personnel Expenses**	**19,736,583**	**19,987,606**	**20,351,012**	**20,721,601**
4000-4999	Books and Supplies	1,281,276	1,292,339	1,303,512	1,314,798
5000-5999	Services & Other Operating Expenses	5,847,560	6,123,566	6,144,037	6,239,632
6000-6999	Capital Outlay	158,794	258,970	259,149	259,332
7000-7999	Other Outgo	730,511	745,121	760,023	775,224
4000-7999	**Total Operational Expenses**	**8,018,141**	**8,419,996**	**8,466,721**	**8,588,986**
1000-7999	**Total Expenses**	**27,754,724**	**28,407,602**	**28,817,733**	**29,310,587**
	Net Income	**(595,504)**	**(561,966)**	**35,707**	**649,730**
	Building fund lump sum Prop 2				(10,000,000)
	Beginning Balance	18,612,044	18,016,540	17,454,574	17,490,281
	Ending Balance	**18,016,540**	**17,454,574**	**17,490,281**	**8,140,011**
	**Reserve as % of Expenditures*	*65%*	*61%*	*61%*	*28%*
	***Contribution from Restricted Funds*	600,000	600,000	600,000	

**Reserve as % of Expenditures = Ending Balance ÷ Total Expenses. **Contribution from Restricted Funds is a memo item (transfer-in from restricted resources) and is not included in the Ending Balance roll-forward.*

Appendix G: Cash Flow for 3 Years of Operation

Mueller Charter School — Cash Flow Assumptions

Source (annual totals): MYP_Budget_2027_for_charter_renewal_9_3_26_final.xlsx (FY2025/MYP Summary tab)

Annual Budget Inputs	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
LCFF Revenue	$22,172,879	$23,027,183	$24,019,765	$24,860,638
Federal Revenue	$650,955	$650,955	$650,955	$650,955
Other State Revenue	$3,894,635	$3,903,047	$3,911,627	$4,220,379
Local Revenue + Restricted Contribution	$1,040,751	$864,451	$864,451	$264,451
Personnel (Certificated + Classified + Benefits)	$19,736,583	$20,098,435	$20,478,832	$20,966,972
Books and Supplies	$1,281,276	$1,292,339	$1,303,512	$1,514,798
Services and Contracts	$5,947,560	$6,123,566	$6,144,037	$6,339,632
Capital Outlay	$258,794	$258,970	$259,149	$259,332
Other Outgo	$730,511	$745,121	$760,023	$775,224
One-Time Facilities Transfer — Prop 2 Contribution (Cash Portion	$0	$0	$0	$4,000,000
Beginning Cash, FY 2026-27 (= FY25-26 Ending Balance per M	$18,612,043			

Note: Local Revenue + Restricted Contribution combines Local Revenue and the Contribution from Restricted Funds transfer-in, both spread 100% to June per user instruction. The Prop 2 cash outflow is a one-time, non-operating transfer applied only in FY 2029-30 (the $6,000,000 CSFA loan portion is a separate financing source and is not reflected as a Fund 01 cash outflow here).

Monthly Spread Assumptions	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LCFF	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%
Federal Revenue	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
Other State Revenue	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
Local Revenue + Restricted Contribution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Personnel	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	12.0%
Books and Supplies	33.0%	33.0%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	3.8%	0.0%
Services and Contracts	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	0.0%
Capital Outlay	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
Other Outgo	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
One-Time Facilities Transfer — Prop 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

Spread rules (as specified): LCFF 5% Jul/Aug, 9% Sep-Jun | Federal & Other State 25% quarterly (Sep,Dec,Mar,Jun) | Local + restricted contribution 100% Jun | Personnel 8%/mo Jul-May, trued up to 12% Jun | Books & Supplies 33% Jul, 33% Aug, remainder spread evenly Sep-May | Services & Contracts 10%/mo Aug-May | Capital Outlay & Other Outgo spread evenly across 12 months (not specified by user; flag if a different treatment is preferred) | One-Time Prop 2 Transfer: 100% in June of FY 2029-30 only, consistent with MYP Narrative.

FY 2026-27

Mueller Charter School — Monthly Cash Flow, FY 2026-27

General Fund — Prepared for Charter Renewal Submission

Category	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual Total
Beginning Cash	**$18,612,043**												
Receipts													
LCFF Revenue	$1,108,644	$1,108,644	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$1,995,559	$22,172,879
Federal Revenue	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$650,955
Other State Revenue	$0	$0	$973,659	$0	$0	$973,659	$0	$0	$973,659	$0	$0	$973,659	$3,894,635
Local Revenue + Restricted Contribution	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,040,751	$1,040,751
Total Receipts	**$1,108,644**	**$1,108,644**	**$3,131,957**	**$1,995,559**	**$1,995,559**	**$3,131,957**	**$1,995,559**	**$1,995,559**	**$3,131,957**	**$1,995,559**	**$1,995,559**	**$4,172,708**	**$27,759,220**
Disbursements													
Personnel	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$1,578,927	$2,368,390	$19,736,583
Books and Supplies	$422,821	$422,821	$48,404	$48,404	$48,404	$48,404	$48,404	$48,404	$48,404	$48,404	$48,401	$0	$1,281,276
Services and Contracts	$0	$594,756	$594,756	$594,756	$594,756	$594,756	$594,756	$594,756	$594,756	$594,756	$594,756	$0	$5,947,560
Capital Outlay	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$21,566	$258,794
Other Outgo	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$60,876	$730,511
Total Disbursements	**$2,084,190**	**$2,678,946**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,529**	**$2,304,526**	**$2,450,832**	**$27,954,724**
Net Change in Cash	**-$975,546**	**-$1,570,302**	**$827,428**	**-$308,970**	**-$308,970**	**$827,428**	**-$308,970**	**-$308,970**	**$827,428**	**-$308,970**	**-$308,967**	**$1,721,876**	**-$195,503**
Ending Cash	**$17,636,497**	**$16,066,195**	**$16,893,623**	**$16,584,653**	**$16,275,684**	**$17,103,111**	**$16,794,142**	**$16,485,172**	**$17,312,600**	**$17,003,630**	**$16,694,663**	**$18,416,539**	**$18,416,539**
3% Reserve Requirement (of Total Disbursements)	*$838,642*												
Minimum Ending Cash Balance (any month)	*$16,066,195*												
Meets 3% Reserve in Every Month?	*Yes*												

FY 2027-28

Mueller Charter School — Monthly Cash Flow, FY 2027-28

General Fund — Prepared for Charter Renewal Submission

Category	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual Total
Beginning Cash	**$18,416,539**												
Receipts													
LCFF Revenue	$1,151,359	$1,151,359	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$2,072,446	$23,027,183
Federal Revenue	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$650,955
Other State Revenue	$0	$0	$975,762	$0	$0	$975,762	$0	$0	$975,762	$0	$0	$975,762	$3,903,047
Local Revenue + Restricted Contribution	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$864,451	$864,451
Total Receipts	**$1,151,359**	**$1,151,359**	**$3,210,947**	**$2,072,446**	**$2,072,446**	**$3,210,947**	**$2,072,446**	**$2,072,446**	**$3,210,947**	**$2,072,446**	**$2,072,446**	**$4,075,398**	**$28,445,636**
Disbursements													
Personnel	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$1,607,875	$2,411,812	$20,098,435
Books and Supplies	$426,472	$426,472	$48,822	$48,822	$48,822	$48,822	$48,822	$48,822	$48,822	$48,822	$48,819	$0	$1,292,339
Services and Contracts	$0	$612,357	$612,357	$612,357	$612,357	$612,357	$612,357	$612,357	$612,357	$612,357	$612,357	$0	$6,123,566
Capital Outlay	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$21,581	$258,970
Other Outgo	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$62,093	$745,121
Total Disbursements	**$2,118,021**	**$2,730,377**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,728**	**$2,352,725**	**$2,495,486**	**$28,518,430**
Net Change in Cash	**-$966,662**	**-$1,579,018**	**$858,219**	**-$280,281**	**-$280,281**	**$858,219**	**-$280,281**	**-$280,281**	**$858,219**	**-$280,281**	**-$280,279**	**$1,579,911**	**-$72,794**
Ending Cash	**$17,449,878**	**$15,870,859**	**$16,729,079**	**$16,448,798**	**$16,168,517**	**$17,026,736**	**$16,746,455**	**$16,466,174**	**$17,324,393**	**$17,044,112**	**$16,763,834**	**$18,343,745**	**$18,343,745**
3% Reserve Requirement (of Total Disbursements)	*$855,553*												
Minimum Ending Cash Balance (any month)	*$15,870,859*												
Meets 3% Reserve in Every Month?	*Yes*												

FY 2028-29

Mueller Charter School — Monthly Cash Flow, FY 2028-29

General Fund — Prepared for Charter Renewal Submission

Category	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual Total
Beginning Cash	**$18,343,745**												
Receipts													
LCFF Revenue	$1,200,988	$1,200,988	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$2,161,779	$24,019,765
Federal Revenue	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$650,955
Other State Revenue	$0	$0	$977,907	$0	$0	$977,907	$0	$0	$977,907	$0	$0	$977,907	$3,911,627
Local Revenue + Restricted Contribution	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$864,451	$864,451
Total Receipts	**$1,200,988**	**$1,200,988**	**$3,302,424**	**$2,161,779**	**$2,161,779**	**$3,302,424**	**$2,161,779**	**$2,161,779**	**$3,302,424**	**$2,161,779**	**$2,161,779**	**$4,166,875**	**$29,446,798**
Disbursements													
Personnel	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$1,638,307	$2,457,460	$20,478,832
Books and Supplies	$430,159	$430,159	$49,244	$49,244	$49,244	$49,244	$49,244	$49,244	$49,244	$49,244	$49,241	$0	$1,303,512
Services and Contracts	$0	$614,404	$614,404	$614,404	$614,404	$614,404	$614,404	$614,404	$614,404	$614,404	$614,404	$0	$6,144,037
Capital Outlay	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$21,596	$259,149
Other Outgo	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$63,335	$760,023
Total Disbursements	**$2,153,397**	**$2,767,800**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,885**	**$2,386,883**	**$2,542,391**	**$28,945,554**
Net Change in Cash	**-$952,408**	**-$1,566,812**	**$915,539**	**-$225,107**	**-$225,107**	**$915,539**	**-$225,107**	**-$225,107**	**$915,539**	**-$225,107**	**-$225,104**	**$1,624,484**	**$501,244**
Ending Cash	**$17,391,337**	**$15,824,525**	**$16,740,064**	**$16,514,957**	**$16,289,851**	**$17,205,390**	**$16,980,283**	**$16,755,177**	**$17,670,716**	**$17,445,609**	**$17,220,505**	**$18,844,989**	**$18,844,989**
3% Reserve Requirement (of Total Disbursements)	*$868,367*												
Minimum Ending Cash Balance (any month)	*$15,824,525*												
Meets 3% Reserve in Every Month?	*Yes*												

FY 2029-30

Mueller Charter School — Monthly Cash Flow, FY 2029-30

General Fund — Prepared for Charter Renewal Submission

Category	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual Total
Beginning Cash	**$18,844,989**												
Receipts													
LCFF Revenue	$1,243,032	$1,243,032	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$2,237,457	$24,860,638
Federal Revenue	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$0	$0	$162,739	$650,955
Other State Revenue	$0	$0	$1,055,095	$0	$0	$1,055,095	$0	$0	$1,055,095	$0	$0	$1,055,095	$4,220,379
Local Revenue + Restricted Contribution	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$264,451	$264,451
Total Receipts	**$1,243,032**	**$1,243,032**	**$3,455,291**	**$2,237,457**	**$2,237,457**	**$3,455,291**	**$2,237,457**	**$2,237,457**	**$3,455,291**	**$2,237,457**	**$2,237,457**	**$3,719,742**	**$29,996,423**
Disbursements													
Personnel	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$1,677,358	$2,516,037	$20,966,972
Books and Supplies	$499,883	$499,883	$57,226	$57,226	$57,226	$57,226	$57,226	$57,226	$57,226	$57,226	$57,223	$0	$1,514,798
Services and Contracts	$0	$633,963	$633,963	$633,963	$633,963	$633,963	$633,963	$633,963	$633,963	$633,963	$633,963	$0	$6,339,632
Capital Outlay	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$21,611	$259,332
Other Outgo	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$64,602	$775,224
One-Time Facilities Transfer — Prop 2 (Cash)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$4,000,000	$4,000,000
Total Disbursements	**$2,263,454**	**$2,897,417**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,760**	**$2,454,757**	**$6,602,250**	**$33,855,958**
Net Change in Cash	**-$1,020,422**	**-$1,654,385**	**$1,000,531**	**-$217,303**	**-$217,303**	**$1,000,531**	**-$217,303**	**-$217,303**	**$1,000,531**	**-$217,303**	**-$217,299**	**-$2,882,508**	**-$3,859,535**
Ending Cash	**$17,824,567**	**$16,170,182**	**$17,170,713**	**$16,953,410**	**$16,736,108**	**$17,736,639**	**$17,519,336**	**$17,302,034**	**$18,302,565**	**$18,085,262**	**$17,867,963**	**$14,985,455**	**$14,985,455**
3% Reserve Requirement (of Total Disbursements)	*$1,015,679*												
Minimum Ending Cash Balance (any month)	*$14,985,455*												
Meets 3% Reserve in Every Month?	*Yes*												