

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

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

Mare Island Technology (MIT) Academy Middle School addresses the unique developmental characteristics and needs of students in grades 6-8. The School provides a unique opportunity to demonstrate the high level of academic and personal achievement that can be reached by all early adolescents—despite their backgrounds—when high expectations, excellent curriculum, research-based methodology, strong learning support programs, and parent support form the foundation of a small school that enables students to become self-motivated, competent, and lifelong learners.

Educational philosophy

Target students/students to be served: The Mare Island Technology Academy Middle School serves the unique needs of students in grades 6-8. For middle school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community.

We insist on success for all students, many of whom are under-prepared, under-achieving (see AB 1137 data), or under-challenged. Marshaling the knowledge and skills of our stakeholders, we ensure that all students have access to learning that will prepare them for high school success. For students who underachieving, MIT offers supports through RtI strategies and classes, as well as AVID and other tutoring. For students seeking a greater challenge, MIT has individual options within courses, options to be advanced in math, and options to take Spanish and/or Mandarin, as well as a host of after-school enrichment opportunities, such as robotics.

Demographics: The demographics of last year’s middle school students are shown in the chart below. If historically underachieving races/ethnicities (African-American, American Indian, Hispanic/Latino, Pacific Islander) are viewed as one group and historically higher performing races/ethnicities (Asian, Filipino, White) are viewed as a second group, MIT has a somewhat larger percentage of historically underachieving students: 71% compared to 69% in VCUSD middle schools.

2010-2011 Disaggregated Enrollment for Race/Ethnicity in Middle Schools

% enroll	African Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Islnd	White	2+	None reptd
<i>VCUSD</i>	31%	>1%	2%	20%	33%	2%	9%	2%	>1%

MIT	22%	>1%	2%	16%	44%	>1%	11%	2%	>1%
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Anticipated enrollment: We anticipate serving 390 students per year during the period of this charter.

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

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

To ensure that all students entering MIT Middle School are promoted to high school meeting the age-appropriate definition of “educated persons,” MIT Academy Middle School...

1. Teaches reading, writing, listening, and speaking as reflected in the California Content Standards, grades 6-8. All students take a double-period of English language arts/Humanities. Students who need extra help in reading receive intervention through READ 180, a research-validated reading program taught in addition to the regular English course. Students may also learn communication skills in a second language. All students practice communication skills through classroom projects, student-led conferences, and 8th grade portfolios.
2. Teaches the California Content Standards through three courses of mathematics (including Algebra I) and three courses of hands-on science. Students who need extra help in mathematics receive intervention through ALEKS, a research-validated math program taught in addition to the regular math course, and through tutoring. Students additionally receive history instruction in the ELA/Humanities block and may choose from a variety of arts offerings in the after school program.
3. Requires three years of technology coursework, during which students complete one certification in a Microsoft Office Suite application, as well as an introduction to programming and graphics.
4. Engages students annually in service learning and/or community service events, as well as community involvement projects. Advisors encourage students who have time to complete at least one appropriate community college class as a step toward meeting MIT High School graduation requirements.

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

Our Vision: MIT Academy is a school where students, parents, staff, and Board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued education. Our high academic

standards are made possible by a safe and disciplined environment that allows learning to be fun.

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

Our Mission: Success for All Students: The mission of the Mare Island Technology (MIT) Academy Middle School is to challenge and empower our diverse community of young people, 6th through 8th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables them to become self-motivated, competent, lifelong learners.

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

Our Uniqueness: Fundamental Principles: Recognizing the unique developmental characteristics and needs of young adolescents and our commitment to success for all students, MIT Academy Middle School embraces the core principles in *Turning Points: Preparing American Youth for the 21st Century*, a report issued in 1989 by the Carnegie Corporation's Council on Adolescent Development, and in *Taking Center Stage* (CDE, 2001). These organizing principles serve as the basis for design standards that shape our educational program and support services. The MIT Academy Middle school...

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

The standards guiding MIT Middle School's curricular structure are the California State Standards for English/Language Arts, Mathematics, Science, Social Science, Arts, Physical Education, and Career-Technical Education. MIT uses the American Council of Teachers of Foreign Languages standards for Spanish and Mandarin, and the International Society of Technology Educators (ISTE) standards for technology.

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

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

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

1. Every MIT student pursues a common, comprehensive academic core curriculum. This common, core curriculum allows all students to master the state academic content standards and prepare to pass the State of California High School Exit Examination and meet or exceed the requirements for admission to the UC/CSU systems. All students promote with a thorough, functional, user knowledge of common workplace technology and an introduction to programming and graphics. Additionally, students successfully complete service-learning/community service projects and the 8th grade portfolio, as well as career exploration.

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

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

4. MIT students are provided with instruction and support that develops the talents and promotes the achievement of all students. MIT Academy Middle School provides a small and nurturing environment in which every student has the personal contact with staff that promotes high levels of achievement. Students are given extra

support through after school seminars and in-school study groups. Teachers coach students to build the learning skills in the AVID model.

5. MIT offers whatever extra-curricular activities generate sufficient student and adult interest to make the activity self-sustaining. Thus MIT provides facilities and support for students and adults to initiate and maintain interest-based clubs, competitive or non-competitive arts or sports teams, etc. When available, MIT Academy offers financial support for these activities through various after school program funding.

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

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

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

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

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

School Improvement Standards: MIT Academy Middle School stakeholders guide program development and on-going organizational renewal and evaluation through five standards. Progress in meeting these standards is determined by the stakeholders annually in the strategic planning process through analysis of data including staff and parent satisfaction surveys.

1. MIT Academy Middle School provides vehicles that involve stakeholders in shaping programs, policies, curriculum, and instruction. Research shows that schools where stakeholders are involved in decision-making and advocacy have high levels of student achievement and public support. MIT Academy Middle School actively enlists stakeholder participation in the school at every level through a family volunteer commitment and other means. A diverse Board membership and extensive input systems help ensure that decision-making reflects shared authority over curriculum, discipline policies, and overall school improvement.

2. MIT Academy Middle School provides teachers with high quality professional development to ensure that they meet professional standards and model lifelong learning. These opportunities include advanced content information, instructional strategies, technology skills, specific curricula preparation, etc. Professional development opportunities reflect the best practice in teaching and learning, promoting and nurturing the development of collegial working relationships, a student-centered learning environment, and a positive school culture.

3. MIT Academy Middle School engages and involves families in the life of the school. Research demonstrates that family involvement and support of their children's education produces positive student achievement. The MIT Academy Middle School is committed to ensuring that...

- Communication between the school and home is frequent, two-way, and meaningful;
- Effective parenting skills are promoted and supported;
- Parents play an integral role in supporting student learning at school and at home;
- High expectations for parent involvement with the school are clearly and consistently communicated;
- Parents are provided a wide range of activities through which to meet their involvement obligation; and
- Parents are full partners in decision-making.

4. MIT Academy Middle School establishes collaborative linkages with the local schools, institutions of higher education, and community-based organizations. We are committed to developing active partnerships with local community resources, including businesses, social and health service organizations, service groups, faith-based organizations, city and county government agencies, and youth organizations.

5. MIT Academy Middle School utilizes student achievement data and other indicators of student success as the primary basis for planning, evaluating, and modifying instructional programs and support services. MIT stakeholders participate in an annual evaluation of instructional programs and services, focusing on evidence related to student achievement and success.

Curriculum and instructional design

- *Framework for instructional design.* As discussed in the Design Principles, the framework for the instructional design aligns directly with the needs of MIT

Academy Middle School students. For example, because many of our students have not faced rigorous requirements in the past, they may need the additional intervention that a second course in mathematics or reading can provide. If they are not keeping up with classroom assignments, they may need the extra support of RtI short-term intervention. This instructional design is also founded in research; see Research Base for Curriculum and Instruction in the attachments.

- *Basic learning environment:* MIT Academy Middle School is a site-based, small school featuring project-based, technology-integrated learning. The current schedule and the proposed schedule for 2011-12 (see attachments) both reflect minutes in excess of the required 64,800/year, while providing a basic “block” schedule of 108 minute periods and includes an “advisory” class four times a week. Early release Wednesdays provide an opportunity for teacher collaboration. Most classes meet 262 minutes in an average week.
- *Instructional approach:* MIT’s approach of teaching core academic standards primarily through project-based, technology-infused curriculum enables students to master the standards and successfully complete required courses. The practice of providing intervention assists lower-achieving students to meet the standards by providing additional time and support. The school also provides opportunities for cross-disciplinary study through key projects.
- *Curriculum.* MIT Academy Middle School provides an impressive curriculum for a small school, offering required courses, as follows;
 - ELA/Humanities 6, 7, and 8
 - Math 6, Pre-Algebra, and Algebra (and higher math, if appropriate)
 - Science 6, 7, and 8
 - Technology 6, 7, and 8
 - Physical education 6, 7, and 8And elective courses which always include Spanish 1, 2, and 3; Mandarin 1, 2, and 3; and may include a wide spectrum of courses such as Robotics 1 and 2, Book Club, Literary Magazine, various arts, and intramural sports. See the Course Catalogue attached. Teachers annually create/adjust course curriculum maps in conjunction with the Assistant Director and the Board’s Curriculum Committee. All curriculum maps reflect the relationship between the California standards and the content plan; see the samples attached.
- *Teaching methods.* As previously noted, MIT Academy uses a blend of direct instruction and project-based learning to help students master key state standards. The primary instructional methodologies used are those found to be most effective in generating increased student learning by Marzano and colleagues at McREL, particularly those known as the “Marzano strategies,” the nine most effective teaching methods:
 1. Identifying similarities and differences
 2. Summarizing and note taking
 3. Reinforcing effort and providing recognition

4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

- *Materials.* In addition to the technology discussed directly below, MIT Academy Middle School uses a wide array of traditional materials, including a variety of books—textbooks (physical and online), supplementary books, recorded books, and outside reading books. Other non-technology materials include journals, globes, maps, charts, posters, and similar materials. See the attachments for the basic instructional materials list by course.
- *Technology.* All Middle School classrooms have at least 14 computers and interactive whiteboards. MIT uses a technology-integrated curriculum. Many classrooms have Promethean clickers. All students complete three basic technology courses. Middle school students also have several choices for after-school activities, including a technology-based Math Lab and a LEGO Mindstorms robotics class. MIT plans to extend its list of available software and provide trainings as necessary to integrate more technology in the classroom environment, including podcasts, wiki, blogging, and moodle.

Plan for students who are academically low achieving.

- *Identification.* Incoming students are pre-tested in math and English/language arts to determine if they have mastered the state standards at or close to grade level. Those whose scores fall below the established cut point are identified as low-achieving. Continuing students who have CST scores below “basic” are identified as low-achieving.
- *Response.* 1) Students who are identified as low-achieving in math and/or English are scheduled into an intervention course in addition to their regular math/English course and parents/guardians are notified and requested to support their child’s efforts. “Intervention course” is a generic term that applies to basic skills courses, designed to give the learner time and support to master standards below those taught in the current, grade level course..

Basic skills interventions are structured to meet individual needs, addressing each student’s “black holes” of knowledge in the discipline; materials used are the ALEKS program for mathematics and READ 180, as well as the computer-based Study Island, when appropriate. Teachers meet in Professional Learning Communities during the collaborative periods on Early Release Wednesdays to discuss student progress, which is charted for individual students (see bell schedules attached). Students are scheduled into basic skills intervention courses at the beginning of the year, and their personalized curriculum is based on their specific skills needs, as indicated by an initial diagnostic test. When the

student has completed the proscribed units, s/he may exit the class into one of the “open-entry” courses offered during the same period.

2) Students who fail to complete homework or classroom assignments and thus become at risk for course failure are provided opportunities, support, and assistance in completing those assignments through a combination of end-of-period RtI, after school RtI, and Saturday School RtI.

3) MIT Academy also offers tutoring for struggling students through AVID and cross-age peer tutoring programs.

Plan for students who are academically high achieving

- *Identification.* New students who have excellent academic records are considered high achieving; if CST scores are available, these are used as a corroborating resource. Continuing students are identified through CST scores, academic records, and teacher recommendation. Parents are notified that students have been identified and are encouraged to explore the options available to provide appropriate challenge.
- *Response.* MIT Academy was established to enable all students to challenge themselves to increase their academic achievement. The options below reflect elements of the program that provide this challenge.
 - *Option to advance in mathematics:* Students who enter MIT Middle School with advanced mathematical abilities are allowed to enroll in the course(s) that will provide the appropriate level of challenge.
 - *Option to take Spanish or Mandarin courses:* In the past, MIT Academy has offered Advanced Placement courses online, with local support. However, few students have taken this option, and the successful completion rate has been less than desired. Therefore, beginning in the fall of 2011, MIT will offer two Advanced Placement courses on campus, with the plan of expanding the offerings by one course per year if the data indicates that this is appropriate.
 - *Option to take college courses:* All MIT students complete 9 college units as a graduation requirement. High achieving students are encouraged to challenge themselves with more difficult courses.

Plan for English Learners

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

language. Final results of the student's designation and English proficiencies are reported annually to the state on the MIT Academy Middle School Language Census and to parents.

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

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

Instructional materials used in English Language Development include READ 180, core literature (see Instructional Materials List), and teacher created materials.

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

The Solano County Office of Education has provided excellent support and staff development for English Language Development teachers and valuable assistance in creating the best possible program for English Learners. Teachers use the collaborative time provided by Early Release Wednesdays to discuss student progress.

Plan for Special Education

- *Identification.* MIT identifies new Special Education students through in-coming records. The school also engages in Child Find activities by soliciting recommendations for screening from faculty and parents and by following up with students who demonstrate chronic and persistent very low CST scores.
 - When a student is referred for screening, the following process takes place:
 - Student is referred to Academic Success Team (AST) for initial screening;
 - AST forwards recommendation for testing to special education instructor and school psychologist who schedule Student Study Team (SST);
 - According to federally mandated timelines, SST conducts assessment of student and, if reasonable cause is found to suspect a disability, conducts formal testing of the student.

- SST reconvenes in an IEP to determine student eligibility and, if the student is qualified, necessary IEP accommodations for student.
- Thereafter,
- IEP's are held at least annually (or more frequently if necessary), and
 - retesting is conducted at least every three years.
- *Response.* MIT Academy Middle School has an agreement with VCUSD which is detailed in the current Memorandum of Understanding. The steps which generally take place in response to students identified as requiring Special Education services is outlined briefly below.

Once a student eligible for Special Education services is identified, the school initiates the following process:

- For new students, an IEP is held within 30 days. At that point the appropriate student accommodations and modifications are determined and documented in the IEP, consistent with FAPE. The IEP is regularly monitored by a full-time special education teacher and full time paraprofessional.
 - IEP's are conducted annually and eligibility reviews are done triennially. Student progress is monitored closely by teachers and student services staff, as well as the specific service providers which include: individual small-group instructor (Oliver Taban), the paraprofessional aide (Roque Gutierrez), the school psychologist (Dyana Vukovich), the school speech therapist (Andrea Brembury), and the staff therapist (Kirk Brocks).
 - Students who exhibit academic difficulties are referred to a Student Study Team; after analysis and interventions, those whose performance level is inconsistent with their abilities are referred to special education testing.
 - All procedures, timelines, and policies are followed as proscribed by law.
- *Compliance with the provisions of Education Code §47641:* MIT Academy hereby provides written “assurance that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education [and] shall not be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds.” MIT Academy Middle School is currently a member of the VCUSD SELPA.

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

MIT Academy Middle School student outcomes reflect specific and measurable results for students. Simply stated, the student outcomes define the school mission and vision and are the primary basis by which we hold ourselves accountable. These outcomes

reflect those adopted by the State Board of Education as well as MIT's objective of enabling Middle School students to become self-motivated, competent, lifelong learners.

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

1. Students will demonstrate an understanding of the essential concepts and mastery of grade-level California State Standards and appropriate skills and strategies specific to each domain in the MIT core academic curriculum. These skills and understandings will result in...

- Average scores on the California Standards Tests equal to or greater than the average for VCUSD middle school students at commensurate grade levels.
- An Academic Performance Index rating equal to or greater than the average of VCUSD middle schools.
- Student completion of all coursework required in MIT Academy Middle School, specifically:
 - 3 years of English/language arts/Humanities,
 - 3 years of mathematics including Algebra 1,
 - 3 years of science reflecting California standards for grades 6-8,
 - 3 semesters of physical education, and
 - 3 years of technology studies.

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

- Successful completion of in-class project-based learning activities, and
- Participation in annual student-led conferences.

3. Students will understand, manage, and direct their own learning and will show habits of mind required for quality work. These skills and understandings will result in...

- Average daily attendance equal to or greater than VCUSD middle schools, and
- Successful completion of the 8th grade portfolio (see requirements attached).

4. Students will demonstrate the knowledge, attitudes, skills, and personal accountability required for responsible citizenship in the world outside the classroom. In addition to the outcomes listed above, MIT Middle School students will...

- Complete community service/service learning activities.

Academic Performance Index. As detailed in the AB 1137 documentation, MIT Academy Middle School far surpassed the aggregate API growth target for the last 3 years and met the discrete requirement in 2 of those years. Despite these significant gains.

MIT recognizes that math achievement, particularly in Algebra I, needs to improve. To address this issue, in 2011-12, MIT has taken the following steps:

- Implemented the use of ALEKS software to target intervention instruction and individually track student progress;
- Created specific set-aside time for mathematics teachers to discuss student progress;
- Required the use of frequent, common formative assessments in mathematics classrooms;
- Established special “Algebra advisories” where students struggling in Algebra meet for extra support with math teachers twice a week during the advisory period;
- Created an “end of day” RtI period for students demonstrating less-than-proficient progress on formative assessments; and
- Used AVID tutors primarily in mathematics.

Use and reporting of data. MIT regularly collects data on every assessment measure outlined above. The information is analyzed and disaggregated, as needed, for use as

- A primary source of information for decision-making related to the annual review and adjustment of the rolling 5-year MIT Academy Strategic Plan, which includes the curriculum review as well as the technology and staff development plans;
- Transparent information for teachers on the effectiveness of their instruction;
- Information for the SARC; and
- Information for parents/guardians provided in consumer-friendly presentations through the newsletter, ELAC and PTN meetings, and Donuts with the Director meetings, as well as on the MIT web site.

Section 3. Outcome Measurement

Measurement: The specific measurement tools and assessment benchmark instruments related to each student outcome are listed in the outcomes cited above and include all California tests applicable to middle school, state API rankings, federal accountability/AYP, and 8th grade Portfolio requirements.

MIT uses other assessments, beyond those directly related to the key student outcomes, to measure student progress. The School administers state-required CELDT assessments for English Learners and state physical fitness tests. The School also tracks grade matriculation, performance in academic and other courses, completion of appropriate community service/service learning activities, participation in student-led conferences, and timely completion of the 8th grade portfolio.

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

Classroom assessments: In the classroom, formative assessments with timely, meaningful feedback are used at least weekly, with common benchmark assessments at least twice during each grading period. In the case of intervention classes, daily assessment is the norm. For projects, writing, presentations, and other activities requiring higher order thinking skills, teachers use carefully honed rubrics and exemplars to guide students in their product development as well as for use as the assessment tool. Courses taught by two or more teachers have aligned assessments.

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

Data-driven decision making. MIT Academy has also embraced a culture of data-driven decision making, for example,

- using authentic formative and summative assessments;
- modifying instruction to meet needs of all students;
- monitoring course, subject matter, and school-wide progress;
- adjusting curriculum and professional development; and
- identifying and tracking students in need of intervention programs.

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

MIT Academy Middle School has a CDS code number from the California Department of Education and submits enrollment and other necessary demographic information to the California Basic Education Data System.

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

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

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

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

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

The corporation bylaws call for a Board of Directors of 7-11 persons. The current Board members are: Jaime Guzman, Cody Hazeltine, Joe Jones, Bonnie Katz, Deborah Lamb, Kent Peterman, Paul Roberts, Lynne Vaughan, and Gary Williams. The student member elected by his/her peers is a voting member.

Day-to-day administration of the school is managed by the Director, with duties assigned to the Assistant Director, staff/faculty, and parent/guardian and other volunteers as s/he sees fit; see the Organization Chart in the attachments. The Board supervises the Director, establishes policy, serves on committees, engages in annual strategic planning, provides support to the Director as appropriate, and has the primary fiduciary and oversight tasks cited above.

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

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

Parent involvement: The mission and vision of the Mare Island Technology Academy Middle School includes an emphasis on parent involvement. The Bylaws call for parents to sit on the governing board. Parents are expected to volunteer to support the school, given a broad range of involvement opportunities. The school also works with parents to annually review and revise, as necessary, the Strategic Plan including parent involvement policies and strategies and regularly consults with parents and teachers regarding the school's educational programs.

Insurance. Through the California Charter Schools Association JPA Insurance Program, MIT Academy carries General Liability up to one million dollars per occurrence, School Board Miscellaneous Liability up to one million dollars per occurrence, Business Automobile Liability up to one million dollars per occurrence, Excess Liability up to four million dollars, Crime Liability up to \$300,000 per occurrence, workers compensation and employer's liability up to five million dollars, Domestic Terrorism Liability up to \$5 million per claim, and Student Accident Liability up to \$25,000 per claim.

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

Employee qualifications: The Mare Island Technology Academy Middle School employs instructional staff who meet the federal requirements to be “highly qualified” and who hold a certificate, permit, or other document from the California Commission on Teacher Credentialing for all teaching positions in the core academic areas. The school may hire non-credentialed instructional staff for any position outside of the core academic areas where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and successful instructional experience.

Teachers additionally demonstrate a genuine caring for early adolescents, a fundamental belief that all students can successfully master rigorous curriculum, a willingness to employ applied/contextual learning strategies, significant instructional effectiveness, content expertise combined with a willingness to be a generalist, and a willingness to accept responsibility for the success of the school as a whole.

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

Staff recruitment. Staff recruitment is conducted in a timely manner using one or more of the following formal resources, as appropriate for the position:

- EdJoin
- California Charter Schools Association
- ACSA
- UC/CSU and other university career centers
- California Language Teachers’ Association
- *The Vallejo Times Herald*.

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

Compensation package: The current salary schedule is competitive with all districts in Solano and Napa counties; see attached. It is higher than the current VCUSD salary scale. The current benefit package is also competitive with all districts in Solano and Napa counties and better than that currently offered by VCUSD. Certificated staff have retirement plans through STRS; classified staff have plans through PERS.

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

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

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

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

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

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

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

Mare Island Technology Academy Middle School maintains a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance among students that is generally reflective of the District:

- An enrollment timeline and process that is scheduled and adopted to allow for a broad-based recruiting and application process;
- The development of promotional and informational materials that appeal to all racial and ethnic groups represented in the district and are available in Spanish and English;
- The distribution of promotional and informational materials to a broad variety of community groups, religious organizations, and agencies that serve the various racial, ethnic, and interest groups represented in the District;
- Outreach meetings in several areas of the District to reach prospective students and parents;
- Open-house/tours at the school, advertised in the newspaper; and
- The wide distribution of outreach materials and applications through direct mail via lists of fifth grade students provided by VCUSD.

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

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

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

Students may enter this lottery by satisfying the following requirements intended to create informed applicants and families who are committed to the school program and philosophy:

- (1) verification of having read the information packet or attendance at a group information session;
- (2) completion of a written application;
- (3) submission of an adult referral (e.g., from a teacher, counselor, religious leader or friend);
- (4) completion by the parent/guardian of the MIT School Support Agreement which confirms commitment of service to the school.

Preference will be given to students who reside in the geographic boundaries of the Vallejo City Unified School District, to the siblings of students currently enrolled in MIT Academy, and to the children of MIT Academy Board members and staff.

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

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

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

Any audit findings or audit exceptions are responded to in the final audit. MIT Academy makes every effort to address audit findings in a timely manner. MIT has only had one audit exception in its 10 years of operation—and that for a very small amount. Should an audit exception be identified in the future, MIT will employ its process for resolving audit exceptions and deficiencies and the timeline for such:

- Director and Business Manager will review audit exception and assess scope and severity;
- Within 30 days, Director and Business Manager will respond to auditor in writing to acknowledge the stated exception and provide a plan for resolving it or provide additional evidence to negate the exception;
- Within 60 days, Director and Business Manager will address and resolve exception according to the plan or receive from the auditor an amended audit document removing the exception;
- Within 90 days, Director and Business Manager will review and correct internal procedures so as not to encounter said exception again.

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

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

Financial plan: To help ensure that the school's financial affairs are properly managed and to facilitate the building of the school facility, MIT Academy regularly updates a

comprehensive fiscal plan and maintain a sound financial management system. The comprehensive fiscal plan is reviewed on at least an annual basis as a component of the broader school-wide strategic plan. The financial plan will, at a minimum, include the following documents:

- a detailed operational budget for the upcoming fiscal year, including a monthly cash flow analysis, and a three to five-year budget projection; and
- a narrative overview of the school's current and projected financial status, including a description of the major assumptions underlying the near and long-term projections.

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

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

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

Funding: The MIT Academy Middle School receives funding pursuant to Education Code Section 47613.5 directly from the State.

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

Annual performance audit: MIT Academy additionally provides to the District an annual performance audit on or before December of each year, if requested. This report, at a minimum, includes the following data:

- Summary data showing student progress toward the goals and outcomes specified in section A from assessment instruments and techniques listed in section B, displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent provided by the California Department of Education.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in section 7 to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Other information regarding the educational program and the administrative,

legal, and governance operations of the school relative to compliance with the terms of the charter generally.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complaints: VCUSD agrees to refer all complaints regarding the MIT Academy Middle School operations to the MIT Director for resolution in accord with the MIT's adopted policies. A copy of MIT's policies and dispute resolution process is provided to the MIT parents, students, board members, volunteers, and staff (see attached). In the event that MIT's adopted policies and processes fail to resolve the dispute, the VCUSD Board agrees not to intervene in the dispute without the consent of the MIT Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

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

Other disputes will be handled in a three-step process:

1. Staff members of the School and District will meet to resolve the dispute.
2. Failing resolution at that level, a committee from each Board will meet to resolve the dispute.
3. Failing resolution at that level, the School and District will submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the Charter.

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

**Section 15. Collective bargaining (EERA): Education Code
47605(b)(5)(O)**

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

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

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

Closure of MIT Academy Middle School shall be documented by official action of the Board of Directors of MIT Academy. The action shall identify the reason for closure. The MIT Academy Board shall promptly notify VCUSD, within 10 business days, of the closure and the effective date of the closure. The official action shall also identify an entity responsible for closure-related activities. The MIT Academy Board of Directors shall also notify the County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (i.e., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure, as well as the effective date of the closure.

This notice will also include the name(s) of and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records.

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

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

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

As soon as is reasonably practical, the School shall prepare final financial records. MIT Academy shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. MIT Academy shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by MIT Academy and shall be provided to VCUSD promptly upon

completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School. Any assets remaining after all obligations are satisfied shall be contributed to a California not-for-profit corporation by the MIT Board of Directors.

Section 17. Miscellaneous

Term: The term of the original charter began on July 1, 1999 and expired on June 30, 2002; the term of the second charter began on July 1, 2002, and expired on June 30, 2007; the term of the third charter began on July 1, 2007 and expires on June 30, 2012; the term of the current charter will begin on July 1, 2012 and expire on June 30, 2017. The District and the School agree that either may request an earlier renewal date, subject to the agreement of the other.

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

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

Renewal of Charter. The Mare Island Technology Academy Middle School will provide the Vallejo City Unified School District with an annual programmatic report indicating progress toward meeting each of the school's goals, if requested. The VCUSD governing board agrees to review the annual fiscal and programmatic audit and performance report material specified in Section 9. Within two months of the receipt of this annual report, the District Board must notify the governing board of MIT Academy as to whether it considers MIT Academy Middle School to be making satisfactory progress relative to the student outcomes specified in section 2 and other operational goals specified herein. This annual notification will include the specific reasons for the VCUSD Board's conclusions. If, in its review of the school's annual reports, the District Board determines that the school is making satisfactory progress toward its goals, this charter, and any mutually-agreeable amendments, is renewed for a term of five years. The Mare Island Technology Academy Board will present a petition to renew in a timely manner prior to the end of term, and VCUSD agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 or its successors.

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

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