

CURRICULUM DEVELOPMENT AND MODIFICATION

Development and implementation of curriculum shall be a top priority of the Board and an on-going process which is part of the routine operation of the Board. The Board shall provide a comprehensive instructional program to serve the educational needs of the charter school's students. The Board accepts responsibility for establishing what students should learn. Therefore the Board shall adopt a curriculum which reflects the goals and objectives of the community to the greatest extent possible and which is compliant with State-adopted curriculum standards and the requirements of the law.

The Director of the charter school or his/her designee shall have the general coordinating authority over the design and development of the curriculum. The Director of the charter school or his/her designee shall develop a process for curriculum review and development, which shall include the participation of teachers, administrators, students, parents/guardians and members of the community.

The Director of the charter school or his/her designee shall keep the Board informed regarding current curriculum efforts and student achievement. The Director of the charter school or his/her designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption of curriculum, the Board shall discuss its findings with teachers, administrators, students, parents/guardians and members of the community.

Curriculum improvement is to be based upon:

1. Research that is educationally sound;
2. Change in legislation;
3. Needs of students, teachers, and parents.

The following are to be considered when making any changes in program or curriculum:

1. Costs within budget approved by the Board;
2. Available facilities, material and personnel.

The Director/Administrator of the charter school or his/her designee shall have the responsibility for implementing an instructional program which is articulated at all levels.

All curriculum shall be adopted by the Board; elimination of curriculum must also be approved by the Board.

The Director/Administrator of the charter school or his/her designee may form a joint study committee of teachers, administrators, students, parents/guardians and members of the community.

The committee is to develop an information sheet describing the curriculum/program change.

Committee shall give its findings and recommendations to the Board. The Board shall either approve or reject the Committee's findings and recommendations. Any rejections must be in writing with the reasons for rejecting the Committee's findings and recommendations.

Adopted: June 6, 2018

Amended:

ASSESSMENTS AND EXAMINATIONS

The purpose of examinations is to help students, parents/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

Examinations Required by the State and Federal Governments

Mojave River Academy Schools' students shall participate in all state and federal required examinations. Such examinations provide Mojave River Academy Schools with information for evaluation and future planning. State and federal examinations also indicate the charter school's effectiveness in carrying out its educational mission.

Whenever examinations required by law are administered, the Administrator of the charter school or his/her designee shall provide parents/guardians written notice of the date of the examination, the uses and importance of the examination, and the student's test results.

All examinations required by the state or federal law will be administered according to law on the dates required by law.

Special Education students shall participate in state and federal examinations according to their Individualized Education Program.

Parents/guardians may obtain for their student an exemption from the state and federal examinations only by written request sent to the Administrator of the charter school or his/her designee.

Academic and Citizenship Grading

Student progress evaluation provides information on student learning and where the student needs improvement. Parents/guardians are integral to student educational accomplishments. Therefore, parent/teacher conferences will be conducted as needed. Parents/guardians will receive progress reports indicating their student's educational progress. Parents/guardians will be notified of deficiencies in their student's educational program.

During initial appointments or orientation, parents/guardians will be informed as to the goals and objectives of the courses, grading procedures for academic grades, appointment practices and procedures, and parent/guardian responsibilities.

Teachers are responsible for setting objective standards for grading academics and citizenship and shall make these standards known to the parents/guardians. Teachers are responsible for assigning grades to the students. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

If a student or parent/guardian believes a grade is unfair or inappropriate, the student or parent/guardian may appeal to the teacher. If the issue cannot be resolved with the teacher, the student or parent/guardian may request a meeting with the Administrator. Any meeting with the Administrator and student or parent/guardian shall include the teacher who assigned the grade in dispute.

If the matter is still unresolved, the student or parent/guardian shall appeal in writing to the Board. The appeal shall allege specifically how the teacher's grading system reflects fraud, mistake, bad faith or incompetency.

Students' grades will not be changed by the Board or the Director/Administrator without the input of the teacher who assigned the grade.

The decision of the Board shall be final and binding.

Only in cases of illness or lack of transfer grades for new students will a definite grade not be assigned. In such cases, the student shall receive an "incomplete" unless the work required to complete the class is not completed within a specified reasonable period of time given by the teacher, in which case the student shall receive a "failure."

Citizenship grades shall not be reflected in academic progress reports or grades.

Adopted: June 6, 2018

Amended:

CURRICULUM ASSESSMENT

The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Director/Administrator of the charter school or his/her designee shall review the effectiveness of the curriculum in meeting the charter school's educational program needs. He/she shall provide the Board with regular reports on student progress in reaching the charter school's educational goals, including professional development of staff. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Elements of the evaluation may include the following:

1. Test, surveys, inventories, checklist, etc. of student behavior;
2. Observing pupil behavior that can be assessed subjectively by teachers, peers or the student himself/herself;
3. Planning and carrying out experiences for students that are designed to bring about the desired outcomes;
4. Tests, measurements and observations during or after the learning experience;
5. Comparing outcomes with objectives;
6. Comparing the charter school curriculum with the standards formulated by the State Department of Education and other federal law and regulations;
7. Assessment including the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST) or other required assessments;
8. Student writing samples and end-of-course grades.

Each year the Director/Administrator of the charter school or his/her designee shall evaluate and provide the Board with the results of the evaluation so that the Board will be able determine the extent to which the charter school has accomplished or made significant progress toward achieving its professional development and educational goals.

Adopted: June 6, 2018

Amended:

GRADUATION REQUIREMENTS

The aspiration of the charter school, in partnership with the community, is to provide an exceptional education that prepares students to be successful members of our democratic society. Therefore, the graduation requirements stated below have been established. The graduation requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants in today's society: behavior of character, communication, citizenship, intellect, self-direction, teamwork, well-being and productivity.

Students are to be provided with assistance to tailor the requirements according to their individual needs and abilities. Students must demonstrate proficiency in reading comprehension, writing and mathematics. Those students not proficient will be provided with remedial programs after consultation with the student's parent/guardian.

Students must meet the following graduation requirements, and all other state and federal mandated assessments.

Subjects Required for Graduation

English
Math
Social Studies
Science
Foreign Language or Visual/Performing Arts
Physical Education
Electives

Adopted: June 6, 2018

Amended:

INTERSCHOLASTIC SPORTS

The Board recognizes that the educational program can best be achieved through a diversity of learning experiences. Competitive sports can enhance charter school spirit and student morale and impact positively on students' social growth, development and physical well-being provided the athletic programs are carefully planned.

Athletic activities do not take precedence over academics but rather supplement academic study. Therefore, interscholastic sports must not conflict with or jeopardize the academic program of the charter school. Interscholastic sports must not exploit the students participating in such activities and must always be conducted in a manner that promotes students' health and welfare.

The goal of interscholastic sports is the development of motor skills, the maintenance of physical fitness, development of self-awareness and socially desirable behavior and to develop recreation skills and positive character traits such as discipline, commitment, sportsmanship and co-operation.

Every student, coach and advisor is a representative of the charter school. Therefore, they must be exemplary role models. All students participating in interscholastic sports must maintain a good citizenship record and passing grades in all academic classes.

The Board shall maintain and provide accident insurance including medical and hospital service for students injured during interscholastic sport activities. Parents/guardians will be required to receive a notice that:

1. They are aware of the risk inherent in interscholastic sports and that the charter school cannot guarantee that their student will not be injured despite the charter school's commitment to provide for students' health and safety;
2. It is imperative that the student strictly adhere to all safety rules, regulations and instructions as well as rules and guidelines related to sportsmanship and citizenship.

All parents/guardians will be required to sign a statement that they have received the notice, understand its contents and give permission for their student to participate in interscholastic sports.

The Board will maintain membership in the California Interscholastic Federation ("CIF"), will appoint a school representative to CIF and comply with all rules and regulations of CIF.

The Board will approve participation in all interscholastic sports and the schedule of all interscholastic sports, ensuring that the playing season is of reasonable duration.

The Director/Administrator of the charter school shall be responsible to the Board for compliance with all CIF rules and regulations and all federal and state law including, but not limited to, Title IX, Educational Amendments of 1972, Prohibition of Sex Discrimination. The Director/Administrator will approve all interscholastic sports and arrange for all bus transportation. The Director/Administrator of the charter school will be present at all interscholastic sports events hosted by the charter school and ensure that the presence or ready availability of emergency medical treatment is available at all sporting activities.

All students participating in interscholastic sports must first obtain a medical clearance. Any injured students must receive medical clearance prior to again participating in any interscholastic sports.

All participating students are required to wear appropriate safety equipment in the manner approved by the manufacturer.

Coaches and full-time members of the charter school staff, will be knowledgeable and competent in first-aid and emergency procedures, coaching techniques and adolescent psychology as it relates to sports participation. Coaches will ensure that training and competition will not over-tax the physical capabilities of the participating students and that students are instructed in safety, health and proper training.

Adopted: June 6, 2018

Amended:

SCHOOL CALENDAR

The Director of the charter school or his/her designee shall annually present to the Board at a board meeting no later than, the first meeting in June the proposed school calendar for the following school year.

The school calendar shall comply with all requirements of the law, needs of the community, students, staff and parents/guardians. The school calendar shall indicate the beginning and end of school dates, regular school days, number of teaching days, legal and local holidays, vacation periods, and other pertinent dates.

The Director of the charter school may request of the Board time during the regular school year to advise students or conduct staff development programs.

Adopted: June 6, 2018

Amended:

INDEPENDENT STUDY BOARD POLICIES

These policies apply to all pupils participating in independent study at the **Mojave River Academy Schools**.

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 1 month
- For pupils in grades four through eight, 1 month
- For students in grades nine through twelve, 1 month

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **end of semester**

Missed Assignments: After 10 missed assignments an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Agreement: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements may include subsidiary agreements, such as course contracts and assignment and work records.

Adopted: June 6, 2018

Amended:

INDEPENDENT STUDY BOARD POLICY

Mojave River Academy Schools (operating the Silver Mountain, Oro Grande, Route 66, National Trails, Marble City, Gold Canyon, and Rockview Park schools, hereinafter collectively referred to as “Charter School”) shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Charter School Board of Directors for implementation at Charter School:

1. For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be **twenty (20) school days**.
2. The Director or designee shall conduct a pupil-parent-educator conference to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete **ten (10) assignments** during any period of **twenty (20) school days**.
 - b. In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS procedures which considers ALL of the following indicators:

Pupil achievement and engagement, as measured by all of the following, as applicable:

1. Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
2. The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
3. *The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,*

4. The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
 5. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 6. The English learner reclassification rate,
 7. The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
 8. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
- ii. Pupil engagement, as measured by all of the following, as applicable:
 1. School attendance rates,
 2. Chronic absenteeism rates,
 3. Middle school dropout rates,
 4. High school dropout rates, and
 5. High school graduation rates.
 - iii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iv. Learning requirement concepts, as determined by the supervising teacher.
 - v. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. **Academic Content:** Independent study shall include the provision of content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Independent study shall include access to all courses offered by Charter School for graduation and approved by the University of California or the California State University as creditable under the A-G admission criteria.
4. **Tiered Reengagement:** For all pupils who are not generating attendance for more than three school

days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, Charter School shall have procedures including the following re-engagement strategies:

- a. Verifying current contact information for the pupil,
- b. Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- c. A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- d. A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. **Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- a. For pupils in transitional kindergarten through grades 1 to 3 inclusive, the Charter School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year by each pupil's assigned supervising teacher as follows: Charter School will provide opportunity for daily "office hours" for synchronous instruction with the supervising teacher.
- b. For pupils in grades 4 to 8 inclusive, the Charter School shall plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the year by each pupil's assigned supervising teacher as follows: Charter School will provide opportunity for daily "wellness checks" and progress monitoring with the supervising teacher or certificated staff, and weekly "office hours" for synchronous instruction with the supervising teacher.
- c. For pupils in grades 9-12 inclusive, Charter School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year by each pupil's assigned supervising teacher as follows: Charter School will provide opportunity for daily "office hours" for synchronous instruction with the supervising teacher.

For the purposes of this Policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services,

and instruction. This live interaction may take place in person or in the form of internet or telephonic communication.

For the purposes of this Policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

6. **Return to In-Person Instruction:** For pupils whose families wish to return to in-person instruction from independent study, Charter School shall utilize the following plan to allow the student to return expeditiously, and in no case later than five instructional days: Families who wish to return to in-person instruction from independent study may contact the Charter School Director or designee who shall convene a meeting with parent and student to facilitate transition.

7. **Written Agreements:** (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with Charter School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

- c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs in order to be consistent with the pupil’s individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil’s parent/legal guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

Adopted: 09-01-2021

Amended: