Whitmore Charter School

A DEPENDENT PUBLIC CONVERSION CHARTER SCHOOL

Initial Charter Petition • 2027–2032

Proposed district-operated charter school

Mountain Grove School District

Empowering Students - Embracing Learning - Exploring Potential
A local pathway from transitional kindergarten through high school.

SUBMITTED TO

Mountain Grove School District Governing Board

Lead Petitioner

Rebecca Lewis, Executive Director/Principal

Proposed Charter Term

July 1, 2027–June 30, 2032

Petition for Approval • October 22, 2026

Submitted under Education Code §47605

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Executive Summary

This petition seeks approval of the Governing Board of the Mountain Grove Elementary School District ("Mountain Grove") to convert, Whitmore Elementary School to Whitmore Charter School (the "School"), a locally funded, district-operated public charter school for July 1, 2027–June 30, 2032. The School will preserve daily onsite TK–8 instruction in multi-grade classrooms and offer homeschool independent study with optional onsite learning opportunities. Both pathways will initially serve TK–8. The homeschool pathway will expand to grade 9 in 2028–29, followed by one additional grade annually through grade 12 in 2031–32.

The conversion builds on the reorganization of the former Whitmore and Mountain Union districts into Mountain Grove. If approved, Whitmore Charter School will be authorized and governed by the Governing Board of Mountain Grove. The School preserves existing educational choices while expanding personalized learning opportunities for families in Whitmore, Montgomery Creek, Round Mountain, Big Bend, and surrounding rural communities. District reorganization and charter conversion are separate processes, as described in Element 4.

A central purpose is to provide a supported local pathway through high school. Long travel distances and concerns about continuity and high school completion highlight the need for additional options. The School will combine academic preparation, early intervention, graduation advising, and career technical education opportunities as secondary grades expand.

Families may choose the daily onsite TK–8 program or homeschool independent study with optional onsite participation. Each pathway will provide a complete course of study, instruction supervised by qualified certificated staff, and required pupil services. Through personalized instruction and strong family partnerships, the School will prepare pupils for college, career, and life.

Petition at a Glance

Petition specification	Proposal
Instructional model	Daily onsite TK–8 instruction in multi-grade classrooms; homeschool independent study with optional onsite participation, expanding from TK–8 to TK–12
Initial grade span	TK–8 in 2027–28

Petition specification	Proposal
Planned expansion	Grade 9 in 2028–29; one additional grade each year through grade 12 in 2031–32
Proposed campus	Existing Whitmore Elementary campus, 30611 Whitmore Road, Whitmore, CA 96096.

Current enrollment and planned growth

Whitmore Elementary's current enrollment is approximately 85 pupils: 70 in homeschool and 15 onsite. Projected enrollment is 85–100 pupils in 2027–28, growing to approximately 150 or more by 2031–32 as secondary grades are added. Enrollment capacity will depend on available staffing, facilities, and pupil services; these projections do not establish admission quotas. Elements 8 and 11 address continuity for existing families and noncharter school alternatives.

Petition Purpose and Legal Assurances

Whitmore Charter School seeks conversion to sustain its established public homeschool and onsite programs and create an accessible local route to high school completion. The charter builds on Whitmore's established homeschool program and the longstanding tradition of families choosing home education in Whitmore, neighboring communities, and the greater Shasta County area. It carries forward the flexible, personalized learning and family partnerships that the current program provides, while expanding opportunities to serve more pupils across Mountain Grove's rural communities. This design supports families who choose homeschooling as their preferred educational approach and helps reach pupils facing travel, academic, economic, disability-related, or other barriers, respond early to disengagement, and expand access to college and career pathways.

The proposal combines the existing school's mission and family relationships with a phased secondary program, individualized graduation support, and relevant career learning. Reorganization into Mountain Grove will provide the district framework for employment, services and oversight; conversion will establish the charter's approved educational program and public accountability commitments.

Mountain Grove will be the authorizer, operator, and public employer of all employees working at the Charter School. Under the applicable EC §47605(a)(2) conversion route, the submitted petition must carry signatures from at least 50 percent of permanent-status teachers currently employed at Whitmore, with the meaningful-interest statement and proposed charter attached. Reorganization does not substitute a districtwide teacher count for the school-specific count. The request includes all grades served by the elementary authorizer and the phased TK–12 program under EC §47605(a)(6); any additional grade or site authorization and material revision required by law will receive public board action.

Affirmations and assurances

By signing below, the petitioner affirms the following commitments on behalf of Whitmore Charter School. The signed certification of completeness appears at the end of the petition; teacher conversion signatures separately express meaningful interest in teaching at the proposed charter.

- The School will be nonsectarian in its educational programs, admission policies, employment practices, and all other operations. Publicly funded instruction and purchases will be secular. A family's private activities will not replace the school's responsibility to provide and evaluate a lawful public educational program.
- The School will not charge tuition or impose unlawful pupil fees, consistent with Education Code sections 47605(e)(1) and 49010–49013.
- The School will not discriminate against any pupil on the basis of the characteristics listed in Education Code section 220.
- The School will admit all pupils who wish to attend, subject to capacity and lawful eligibility requirements. Admission will not be determined by residence except as permitted by law; independent study apportionment eligibility will be verified separately. The School will maintain the required former-attendance-area conversion preference and the district-resident and sibling preferences described in Element 8.
- When applications exceed capacity, the School will use a public random drawing for available seats, with continuing pupils retaining enrollment. Each preference and its order will be submitted for authorizer approval at a public hearing, comply with applicable federal and state law, and preserve access for protected pupil groups. Admission or continued enrollment will not require parent volunteer hours, donations, or purchases.
- The School will not discourage applications or continued enrollment because of academic performance, disability, English learner status, economic circumstances, or any other protected characteristic. It will not request educational records before enrollment. The current CDE charter enrollment-rights notice and complaint form will be posted on the School website and provided when a family inquires about enrollment, before a lottery, and before disenrollment. The notice will identify the authorizer complaint contact.
- The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The School shall ensure that teachers in the School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
- The School shall, on a regular basis, consult with its parents and teachers regarding the School's educational programs (Education Code section 47605(d)(1).)
- The School will comply with any applicable jurisdictional limitations to the location of facilities.
- For pupils subject to compulsory education who leave without graduating or completing the school year, the School will notify the superintendent of the district of the pupil's last known address within thirty days and provide cumulative records upon request, as required by Education Code section 47605(e)(3).
- Contracts compensating an individual contractor more than $100,000 in a fiscal year will receive governing-body approval at a public meeting under Education Code section 47605(e)(6).
- The School will meet applicable statewide academic standards and administer required pupil assessments, subject to lawful exemptions and parent rights, and regularly consult parents, legal guardians, and teachers regarding its educational programs.
- Neither district employees nor district pupils will be required to participate in the charter. Charter enrollment and independent study are voluntary. Pupils choosing the TK–8 classroom follow its regular attendance schedule; campus support remains optional for independent-study pupils.
- The School will comply with applicable independent study, instructional time, attendance, teacher credentialing, special education, civil rights, public meeting, records, conflict-of-interest, audit, and reporting requirements described in this petition.
- The School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as authorized and amended by the Every Student Succeeds Act ("ESSA").
- The School shall comply with the California Public Records Act, Government Code section 7920.000, et seq. ("CPRA").
- The School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CRP Part 99 ("FERPA").
- The School shall comply with the Ralph M. Brown Act, Government Code section 54950, et seq. ("Brown Act").

- The School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1 ("Section 1090") and the Political Reform Act, Government Code section 81000, et seq. ("PRA").
- The School will provide for an annual and independent financial and compliance audit in accordance with Education Code section 41020.
- Following approval, the petitioner will provide required notices and the approved petition to the county superintendent, CDE, and State Board of Education. The charter term remains subject to authorizer action and applicable law. Statutory requirements control over any conflicting petition provision.

I affirm the foregoing assurances and commitments for Whitmore Charter School.

Rebecca Lewis, Executive Director/Principal

Signature  Date 10/22/2026

Rebecca Lewis (Oct 22, 2026 14:20:52 PDT)

Element 1: Educational Philosophy and Program

Education Code §47605(c)(5)(A)
Describe the pupils to be served, the educational philosophy and program, the meaning of an educated person, how learning occurs, and the goal of self-motivated, competent, lifelong learners. Identify annual goals and actions for all pupils and each subgroup in applicable state priorities. For high school, explain disclosure of course transferability and college entrance eligibility.

1.1 Students served and educational philosophy

The School will serve rural pupils from TK through grade 12 as the approved secondary grades open. Its educational philosophy is to know each pupil well, maintain high expectations, and provide the teaching and support needed to sustain progress. The two instructional options described in section 1.6 respond to differences in family circumstances, learning needs, and access across the district.

Pupils may need explicit foundational instruction, flexible pacing, advanced learning, predictable classroom routines, or relief from a long daily commute. Secondary pupils may need to recover interrupted learning, earn credits, rebuild confidence, or connect school to a future career. Personalized instruction combines these needs with coherent grade-level content, frequent feedback, and increasing independence.

The program welcomes all pupils including pupils with disabilities, English learners, pupils experiencing homelessness, foster youth, low-achieving pupils, and advanced learners. Teachers coordinate academic, language, behavioral and social-emotional support. Disability, low achievement, or assumed family capacity will not determine admission or instructional placement. Independent-study skills are taught and supported rather than used as an admissions screen.

At the secondary level, the responsible teacher and a counselor or designated qualified academic advisor will monitor participation, course progress and the graduation plan. Section 1.42 defines advising qualifications and access to specialized counseling. Practical applications and career exploration will help pupils connect sustained learning with college, training and employment goals.

1.2 Mission

Whitmore Charter School carries forward the Whitmore Elementary School's existing mission:

Our mission is to develop well rounded, confident and responsible individuals who aspire to reach their full potential. We do this by providing a welcoming, safe, and supportive learning environment in which everyone is equal and achievements are celebrated.

1.3 Vision

Empowering Students - Embracing Learning - Exploring Potential

This vision guides Whitmore's homeschool and onsite classroom programs and the development of a local pathway through high school. Through strong relationships, flexible learning opportunities, and meaningful challenges, students build confidence, take ownership of their learning, and explore possibilities for their futures.

An educated person in the twenty-first century can read critically, communicate clearly, reason quantitatively, evaluate evidence and digital information, understand civic responsibilities, and apply knowledge to unfamiliar problems. Students will learn to set goals, monitor their own progress, collaborate respectfully, and seek help. Self-motivation and independence develop through explicit teaching, meaningful practice, feedback, and gradually increasing responsibility.

Learning occurs best when students experience belonging, encounter coherent grade-level content, have opportunities to discuss and apply ideas, and receive timely support. Personalized learning changes the supports, pacing, and ways students demonstrate understanding while preserving access to grade-level standards. Teachers will use explicit instruction, inquiry, discussion, modeling, guided practice, and formative assessment according to the subject and student need.

1.4 Community need and program purpose

The conversion will preserve local elementary and middle-grade educational choices and create a supported pathway through high school. Families in Whitmore and surrounding rural communities face long travel distances and a significant change in educational setting when pupils enter high school. Whitmore Charter School will provide an additional public option designed to sustain engagement, strengthen academic progress, and support graduation and readiness for college, career, and life.

The Superintendent has identified concerns about high school completion and continuity of support among pupils transitioning from Mountain Union's elementary program. Some pupils transfer to alternative settings, while others leave school without completing high school. These concerns support the need for a flexible local option that maintains strong relationships with pupils and families through graduation.

Transportation presents another barrier. Reported high school bus trips from the communities served can take 45–60 minutes or more each way. A homeschool pathway with optional onsite participation will reduce reliance on a daily high school commute while providing access to instruction, pupil services, and collaborative learning opportunities.

The School will connect early learning and middle-grade preparation with individualized high school transition and graduation planning. Grade 9 will open in 2028–29, followed by one additional grade annually through grade 12 in 2031–32. Staff will monitor participation, academic progress, and credit completion; provide early intervention and appropriate credit recovery; and involve pupils and families in planning. Pupils with learning gaps or interrupted schooling will retain access to challenging coursework and postsecondary opportunities.

Career exploration and career technical education opportunities will expand as secondary grades open. Potential areas include agriculture, agricultural mechanics, fabrication, and environmental studies. Offerings will be selected through pupil interest, community input, and review of staffing, facilities, safety, accessibility, and funding, while preserving access to college-preparatory coursework. As grade levels expand, and the educational programming for those grade levels is solidified, the School will seek a material revision to the petition when required by law.

The School may explore additional locations for independent study meetings or pupil support within the jurisdictional boundaries of Mountain Grove to improve geographic access. Only the Whitmore campus is proposed for opening. Any future location will meet applicable facility, notice, and approval requirements before use.

1.5 Community connection and educational continuity

Whitmore's community connections are an established part of its educational program. The school garden welcomes homeschool pupils, onsite pupils, families and other community members into a shared space for learning and participation. Work with a local Master

Gardener connects pupils with gardening knowledge and hands-on experiences. The garden has also included chickens in past years, extending opportunities to explore living systems and animal care. Current offerings include music classes and lessons, an art club with a local artist, and field trips multiple times each year. These experiences bring pupils together across instructional settings and connect learning with local interests, skills and resources.

Teachers can build on these experiences through reading, writing, mathematics, science, history and the arts. Garden learning, for example, might involve measuring planting areas, observing seasonal changes, investigating soil and water needs, or documenting growth. Field trips and community activities can prompt research, creative expression, data analysis and reflection. Learning goals and evidence will reflect each pupil's grade, course and needs, with connections across home learning, virtual instruction and multi-grade classrooms.

As the secondary program develops, the School may explore relationships with local logging and land-management professionals and veterinarians who live in the community. Possible visits, demonstrations, mentorships and projects could help pupils understand rural careers and the education and skills those careers require. Families and community members will be invited to share experience and suggest opportunities that reflect the region.

The School will invite families and community members to contribute experience, suggest relevant learning opportunities and help pupils explore future education and work. Visits, demonstrations, mentorships and service projects will be developed through school approval, appropriate supervision and accessible participation. They will supplement qualified instruction; participation will not depend on a family's ability to purchase materials or arrange private transportation. As pupils move toward secondary study, the responsible teacher and academic advisor will carry forward knowledge of their strengths, support needs and interests into course and graduation planning. Sections 1.36–1.43 describe that transition.

1.6 Foundation in Whitmore's two existing programs

Whitmore's two established programs provide the foundation for the charter. The comparison below defines their responsibilities and attendance arrangements. Optional hybrid attendance is part of homeschool independent study, not a third enrollment program.

Program feature	Homeschool with optional hybrid attendance	Onsite TK–8 classroom program
Grade span	TK–8 initially; grade 9 in 2028–29, then one grade yearly through grade 12.	TK–8 throughout the charter term.
Learning setting	Primarily home-based, with live virtual learning opportunities and optional scheduled campus classes, labs, groups, projects and enrichment.	Regular daily attendance in multi-grade classrooms on the school calendar.
Teaching responsibility	Credentialed Teacher of Record plans with the pupil/family, supervises the complete learning plan and evaluates progress. Appropriately authorized teachers provide core courses and available electives onsite, virtually or in combination.	Appropriately credentialed classroom teachers deliver the daily course of study, with support staff under certificated supervision.
Family partnership	Families organize and support daily learning within the agreed plan; the Teacher of Record coordinates curriculum, required teaching, evaluation and services.	Families participate in communication, conferences, and support for learning; school staff deliver the classroom day.
Attendance and plans	Written independent-study agreement, required interaction, work evidence/ portfolios, and teacher attendance evaluation; optional campus time is documented.	Classroom attendance and instructional-time records; no independent-study agreement required solely for classroom enrollment.

1.7 TK–12 homeschool and optional hybrid attendance

Each homeschool pupil has a credentialed Teacher of Record who develops the learning plan with the pupil and family and supervises the complete educational program. Families facilitate day-to-day instruction and learning at home, with teacher guidance and support tailored to the pupil's needs and the family's experience. The teacher coordinates approved curriculum, assignments, assessment and services, and evaluates learning and progress. Teacher-led instruction in core subjects and available electives may occur onsite, virtually or through a combination. The School provides the required grade-level opportunities for live interaction and synchronous instruction. Section 1.17 establishes teacher interaction, learning periods, attendance evidence and progress review.

Optional hybrid attendance extends home-based learning through scheduled campus classes, small groups, science labs, collaborative projects, arts, intervention, counseling and approved career learning. Families and teachers select sessions from the published schedule that support the pupil's learning plan and interests. Offerings may range from occasional sessions to daily opportunities when funded and staffed; campus participation remains part of the pupil's independent-study program.

The School will also continue Whitmore's established Enrichment Partner program, offering voluntary access to approved community providers for supplemental learning in music, art, physical education and other elective or core subject areas. Families select opportunities in consultation with the Teacher of Record, with corresponding courses and activities included in the pupil's learning plan and assignment record. School-funded participation requires written school authorization before services begin and is subject to provider approval and available funding. The Teacher of Record reviews evidence of learning and determines how activities contribute to approved course requirements.

Fully home-based pupils receive a complete course of study and required teaching and services through accessible arrangements. Any in-person laboratory or shop requirements are explained before course selection, with a feasible complete program available for the home-based option. Routine hybrid campus attendance is not an enrollment condition, and pupils can complete the School's educational program without participating in enrichment partner activities.

1.8 Personalized learning plans

The responsible teacher develops and regularly reviews a Personalized Learning Plan with each pupil and family. The plan connects grade-level standards with the pupil's strengths, interests, learning needs, and academic goals. It identifies curriculum, instructional approaches, evidence of progress, and appropriate intervention or enrichment.

For homeschool pupils, the plan guides the course of study, teacher interaction, and optional onsite participation and aligns with the independent study written agreement. Specific assignments, submission requirements, and due dates are documented in separate assignment records. For onsite pupils, the plan guides differentiation and support within the classroom program. Teachers use pupil work, assessments, observations, and pupil and family feedback to monitor progress and adjust instruction.

The Personalized Learning Plan supports, but does not replace or modify, an IEP or Section 504 plan. Required services and accommodations remain governed by those plans.

1.9 Family partnership and learning-period conferences

In homeschool, the Teacher of Record meets with the pupil and family at least once each learning period, no more than 20 instructional days apart. Together they review completed work, discuss what the pupil understands and where help is needed, and agree on assignments, teaching and supports for the next learning period. Meetings may be in person or virtual through an accessible arrangement. The teacher documents progress and next steps; these conferences are separate from the daily or weekly instruction and interaction required in section 1.17.

In the onsite program, teachers communicate through regular classroom feedback, scheduled family conferences and additional meetings when needed. In both options, families share observations and questions, teachers explain expectations and learning evidence, and the School responds when additional instruction or services are needed.

1.10 Onsite TK–8 instruction in multi-grade classrooms

Onsite TK–8 pupils attend a regular school day in multi-grade classrooms. Appropriately credentialed teachers provide the complete course of study and differentiated support. Groupings reflect enrollment, developmental needs, space and staffing, including applicable TK requirements. Classroom attendance records apply; this option does not require an independent-study agreement.

Within multi-grade classrooms, teachers combine a shared classroom community with grade- and readiness-specific instruction. Literacy and mathematics include explicit lessons, flexible groups, and supervised practice. Science, history, arts, and local investigations may share a theme while tasks, content, and assessment remain appropriate to each grade. Younger learners receive developmentally appropriate play, language, movement, and foundational learning; older pupils undertake more complex reading, reasoning, and application. Cross-age collaboration complements teaching by certificated staff. Intervention and advanced work are planned from assessment evidence.

The principal schedules shared activities and hybrid sessions to preserve classroom teaching, supervision and services. For optional campus sessions available to homeschool pupils, families will receive information about the grade levels served, supervising staff, available space and any course-specific attendance requirements. Each pupil's attendance record follows the pupil's actual instructional program.

1.11 Curriculum and course of study

The governing board approves a complete, secular course of study aligned to California standards. Homeschool families work with their Teacher of Record to select among board-authorized curriculum options and may propose additional resources that support the pupil's needs and interests. The teacher reviews standards coverage, instructional sequence, accessibility and assessment, identifies any needed additions, and documents the approved combination in the learning plan.

Supplemental resources provide additional practice, extend learning or adapt the approved core program and are selected in accordance with applicable district policies and procedures. Whitmore's board-authorized curriculum options may differ from those used at Montgomery Creek or other district schools to meet the needs of its instructional programs. Required instructional materials are provided without unlawful fees, and enrichment providers and purchases remain subject to district approval, safety, contracting requirements and legal requirements.

1.12 Curriculum framework across grade spans

Grade span	Standards and instructional approach
TK–2	TK: Play-based, language-rich learning aligned to California Preschool/Transitional Kindergarten Learning Foundations, including early literacy, mathematics, science, social understanding, arts, health, movement, and self-regulation. K–2: Grade-level ELA/literacy, mathematics, NGSS, history–social science, arts, health, and physical education. Explicit foundational reading and writing instruction, mathematical reasoning, discussion, investigation, and projects develop alongside play and hands-on learning. Teachers use observation, brief formative checks, and appropriate K–2 reading-risk screening.
3–5	Grades 3–5 deepen the same broad course of study: increasingly complex reading and writing, reasoning with numbers and operations, science and engineering investigation, history and civic inquiry, arts, health, and physical education. Explicit teaching, discussion, models, hands-on inquiry, and projects connect foundational skills to application. Teachers extend independence while maintaining guided practice and timely support.
6–8	Disciplinary literacy, increasingly complex mathematics, scientific explanation, historical analysis, arts, health, and physical education. Students develop organization, collaboration, and independent learning habits with explicit teacher guidance.
9–12 as opened	A coherent graduation course sequence with access to A–G subject areas, electives, and proposed CTE and work-based learning. Subject-qualified teaching, laboratory access, counseling, and documented credit evaluation support postsecondary preparation.

Discussion, writing or emergent writing, problem solving, investigation, and projects begin in the early years and increase in complexity. The framework identifies developmental emphases rather than reserving particular subjects or practices for one grade band. ELD, accessibility, intervention and enrichment extend across the curriculum.

1.13 Curriculum review and a coherent learning plan

Curriculum review evaluates alignment with California's currently adopted content standards and is informed by the applicable state curriculum frameworks. Review also considers accuracy, instructional sequence, accessibility, language demands, cultural relevance, assessment quality and feasibility. Classroom curriculum maps and homeschool learning plans document how approved resources collectively address the required standards and course content. Teachers use student work and progress evidence to revisit instructional choices and identify needed support or supplemental resources. Common learning expectations allow flexibility in the textbooks, lessons, learning activities and writing topics used by individual families.

1.14 Instructional evidence and its application

The following sources inform specific instructional practices. Their application is evaluated through the pupil outcomes and measurement methods in Elements 2 and 3.

Source	Application at Whitmore	Evidence teachers review
California Literacy Roadmap, including TK–5 Literacy Content Blocks; IES / What Works Clearinghouse: Foundational Skills, K–3;	Provide explicit, systematic instruction in developmentally appropriate print concepts, phonological and phonemic awareness, phonics, word recognition, spelling and fluency, alongside language, vocabulary and comprehension. Teachers use a planned instructional sequence and guide families in supporting practice within homeschool learning plans.	Brief skill checks, oral reading, spelling and writing samples, available screening results, and progress following targeted instruction.
California SBE Guidance to Support the 2026 ELA/ELD Instructional Materials Follow-up Adoption (approved 2025)	Review literacy materials for a coherent progression of foundational skills and connected reading and writing practice. Coordinate approved core and supplemental resources to provide complete standards coverage and support pupils with differing learning needs.	Curriculum maps, instructional sequences, alignment between lessons and practice materials, and pupil work and progress information that identify gaps or needed support.

Source	Application at Whitmore	Evidence teachers review
California ELA/ELD Framework	Teach content and language together; protect designated ELD; use purposeful discussion, reading, and writing with scaffolds.	Language samples and content work; ELD delivery and progress reviewed together.
California Mathematics Framework	Connect explanations, representations, procedures, and applications; use pupil reasoning to plan the next lesson.	Worked problems, explanations, formative checks, and transfer to unfamiliar problems.
California Preschool / Transitional Kindergarten Learning Foundations	Use intentional teaching in play, inquiry, movement, and meaningful interaction across developmental domains.	Observation notes and work collections; family information informs next steps without inappropriate testing.

1.15 Instruction, enrichment, and application

Approved enrichment extends course learning through community experiences, practical application and collaboration. The responsible teacher connects each activity to the learning plan and evaluates its contribution; providers remain subject to district approval, safety and contracting requirements.

1.16 Illustrative learning across the whole program

These examples illustrate learning across the program. Actual teaching times and groupings appear in the staffed schedule and individual plans; required teacher interaction follows section 1.17. Disability and language services, intervention and advanced learning accompany the examples as needed.

Grade span	Homeschool and optional hybrid examples	Onsite TK–8 classroom examples
TK–2	Families facilitate daily learning through shared reading, play and guided practice, with teacher support and daily synchronous instruction opportunities in early literacy, language and mathematics. Optional hybrid groups add stories, music, art and garden exploration. Teachers review observations and work with families to guide next steps.	Daily classroom routines combine intentional play, read-alouds, explicit literacy and mathematics, outdoor inquiry, arts, and movement. Teachers organize developmentally appropriate groups and use observation and brief checks to plan next steps.

Grade span	Homeschool and optional hybrid examples	Onsite TK–8 classroom examples
3–5	Families support planned reading, writing and mathematics. Grade 3 has daily synchronous instruction opportunities; grades 4–5 have opportunities for daily live interaction and at least weekly synchronous instruction. Optional hybrid groups add lessons, discussion and investigations, such as measuring garden growth and explaining findings.	Daily literacy and mathematics groups combine teaching and practice. Pupils investigate a common theme using grade-specific texts, data, writing, and discussion; the teacher checks understanding and provides intervention or extension.
6–8	Families and teachers support subject learning and growing independence. Opportunities for daily live interaction and at least weekly synchronous instruction provide connection, teaching and feedback. Optional hybrid groups offer labs, projects and enrichment; a local water investigation might connect science, mathematics and evidence-based writing.	Teachers provide daily subject instruction and supervised practice within multi-grade groupings. Pupils analyze texts and data, conduct investigations, debate civic questions, and prepare for high school through planning, feedback, and increasing responsibility.
9–12 as opened	Pupils follow individual course and graduation plans with subject-qualified teaching, family support and credit monitoring. At least weekly synchronous instruction opportunities provide teaching, discussion and feedback. Optional hybrid classes, labs and approved career experiences connect coursework with applications such as design or agriculture as offerings become available.	The onsite classroom program ends at grade 8. High school campus classes, labs, and career experiences are offered within the homeschool/hybrid program as grades and courses open.

1.17 Independent study implementation and AB 126 requirements

The homeschool pathway will operate as traditional independent study under applicable Education Code provisions, including Education Code ("EC") §§ 51745 -- 51747.5. Certificated teachers will supervise instruction, evaluate pupil learning, and determine attendance credit. The School will maintain required agreements, participation and attendance records, work products, and staffing-ratio calculations.

Written agreements and learning periods

Each pupil will have a written independent study agreement lasting no longer than one school year. The agreement will identify learning objectives, study and evaluation methods, resources, assignment and progress-reporting arrangements, communication methods,

expected credits or other measures of accomplishment, necessary supports, and the voluntary nature of participation.

For independent study scheduled for more than 15 school days, all required signatures will be obtained before instruction begins. Required signers include the pupil, parent or authorized caregiver when applicable, supervising certificated employee, and certificated employee responsible for special education programming when applicable. Short-term agreements will follow the applicable statutory signing timeline.

Learning periods and the maximum time between assignment and completion will not exceed 20 instructional days. Specific assignments, submission requirements, and deadlines will be maintained in assignment records consistent with the written agreement. Teachers will monitor progress at least weekly and meet with the pupil and family each learning period to review learning and adjust supports.

Instruction, interaction, and pupil services

The School will provide opportunities for:

- Daily synchronous instruction for TK–3.
- Daily live interaction and at least weekly synchronous instruction for grades 4–8.
- At least weekly synchronous instruction for grades 9–12 as those grades open.

Learning-period meetings do not replace these opportunities. Staff will document participation and nonparticipation and address barriers to access. Pupils who do not attend optional onsite sessions will continue to receive required instruction, assessment, progress meetings, and pupil services through accessible arrangements. Services and accommodations required by an IEP or Section 504 plan remain governed by that plan.

Progress review and support

Teachers will evaluate satisfactory progress using academic achievement, engagement, assignment and assessment results, concept mastery, and course completion.

The School's expectation is completion of at least 80% of assigned work each learning period, accounting for approved accommodations and adjusted assignments or deadlines. Two missed assignments within a learning period, completion below 80%, or otherwise unsatisfactory progress will trigger a documented evaluation of whether independent study remains in the pupil's best interests and what additional support is needed.

A missed assignment is a separately identified assignment not completed by its deadline without an approved extension; individual pages or problems do not count as separate assignments. An evaluation does not automatically end independent study or charter enrollment. Required evaluation records will be retained for three years and forwarded as required by law.

Tiered reengagement and return to classroom instruction

The School will implement the tiered reengagement procedures in Section 1.22 when a pupil:

- Does not generate attendance for more than 10% of required minimum instructional time over four continuous weeks of the approved instructional calendar;
- Is nonparticipatory in more than 50% of scheduled synchronous instruction in a school month, as applicable; or
- Otherwise violates the independent study agreement.

Procedures will include verification of contact information, required parent notification within one school day of recorded nonattendance or nonparticipation, outreach to identify and address barriers, and a pupil-parent-educator conference as appropriate.

Upon a family's request to return to in-person instruction, the School will implement a transition plan within five instructional days. Staff will consider the School's TK–8 classroom program, available capacity, and required supports. When that program cannot provide an appropriate placement, District staff will coordinate an appropriate public school placement.

Any proposed involuntary removal from charter enrollment will follow Element 9's notice and hearing procedures. Missing work, missed meetings, or an unsigned renewal will not bypass those protections.

Work products and attendance records

The School will retain completed pupil work products required by Education Code §51747.5 for each of the three statutory attendance periods: the beginning of the school year through P-1, the following period through P-2, and the remaining period through year-end.

For each period, the School will retain one completed work product in English language arts, mathematics, history-social science, and science. If the pupil is not enrolled in one or more of those subjects during the period, the School will instead retain four completed work

products representative of the pupil's course schedule. These retained samples do not, by themselves, establish attendance credit.

Attendance will be supported by the certificated teacher's personal evaluation of the time value of pupil work and allowable instructional activity, including documented asynchronous learning and applicable synchronous participation. Records will document required time values, participation, and supporting evidence. Teachers will verify pupil authorship and understanding through work review, discussion, observation, or other appropriate methods. Family logs and software completion totals will not independently establish attendance credit.

Assigned staff will verify agreements, pupil eligibility, supporting records, teacher approval, and the absence of duplicate claims before reporting attendance. The Superintendent or qualified designee will oversee reporting. Late work may receive academic feedback or credit but will not generate attendance credit contrary to applicable submission requirements.

Independent study average daily attendance will be claimed only for eligible pupils residing in Shasta County or an immediately adjacent county, subject to applicable law. The School will maintain compliant attendance-to-certificated-staff ratios and obtain any required nonclassroom-based funding determination. Enrollment, academic credit, attendance credit, and funding eligibility are separate determinations.

1.18 Instructional time and calendar

Grade span	Minimum annual minutes offered
TK and kindergarten	36,000, with additional TK requirements applied as required
Grades 1–3	50,400
Grades 4–8	54,000
Grades 9–12	64,800

Both options will follow a calendar offering at least 175 instructional days and the required annual minutes for each grade. For planning, 175 days at 210 minutes for TK/K, 290 for

grades 1–3, 310 for grades 4–8, and 375 for grades 9–12 yield 36,750, 50,750, 54,250 and 65,625 annual minutes. These are proposed instructional allocations, not a daily ADA formula. The TK–8 classroom schedule will show grade-specific teaching, rotations, arrival/dismissal and supervision; multi-grade groupings do not give every grade the same instructional-time requirement. Independent-study schedules identify required instruction, interaction and assignments. Final calendars and staffed schedules will be verified before adoption.

1.19 Multi-Tiered System of Supports (MTSS)

The School will integrate academic, behavioral, social-emotional and engagement supports through MTSS in both programs. Universal screening, teacher observation, family and pupil input, work samples, and progress data identify strengths and needs. The classroom teacher or independent-study Teacher of Record and support team document the concern, measurable goal, intervention, provider and review date. Staff review subgroup results to identify inequities and adjust instruction. Support delivery fits the pupil's classroom or home-based setting without reducing service entitlements.

Tier 1 provides accessible, standards-aligned instruction, differentiated teaching, explicit expectations, and regular feedback for all pupils. Tier 2 adds targeted small-group or individual intervention with frequent progress checks. Tier 3 provides more intensive individualized teaching and coordinated services. The team adjusts intensity using evidence of progress; tiers are flexible rather than prerequisites for disability referral or service eligibility.

1.20 Students who are academically low achieving

Pupils performing below expected standards will receive a focused learning or academic growth plan addressing specific skill gaps while preserving access to grade-level content. Supports may include explicit literacy or mathematics intervention, additional teacher contact, accessible materials, tutoring, modified pacing, and counseling. Staff will review short-cycle progress at least each learning period, communicate results to families, and revise ineffective interventions. Secondary pupils with credit deficiencies will receive a documented recovery and graduation plan. Low achievement will not be grounds for exclusion or automatic removal.

1.21 Students who are high achieving

Pupils demonstrating advanced mastery will receive opportunities for greater depth, complexity, and appropriate acceleration. Teachers may use preassessment, curriculum compacting, advanced reading and problem solving, inquiry projects, mentorship, and

approved secondary or college coursework when developmentally and academically appropriate. Learning plans will address both advanced strengths and any areas requiring support; access will not depend solely on a single test or family resources.

1.22 Tiered reengagement

The School will respond promptly to attendance, participation, and academic progress concerns through family communication, individualized support, and review of whether independent study continues to meet the pupil's needs. The progress-review thresholds and statutory reengagement triggers described in the Independent Study Implementation and Attendance Accountability section apply. Required action will not be delayed while concerns accumulate.

Staff will consider pupil and family input, excused circumstances, access barriers, approved accommodations, adjusted assignments, and whether required instruction and services were provided.

Stage	Action and responsibility	Documentation
Early support	The teacher contacts the pupil and family, clarifies expectations, identifies barriers, and provides support. When a progress or missed-assignment threshold is reached, staff conduct the required best-interests evaluation.	Concern, family input, support provided, evaluation findings when applicable, and review date.
Required reengagement	Staff verify contact information, provide required notification within one school day of recorded nonattendance or nonparticipation, and conduct outreach. When a statutory trigger applies, staff implement the required reengagement procedures, including a pupil-parent-educator conference as appropriate.	Participation records, notices, contact attempts, identified barriers, and agreed next steps.
Continued concerns	The teacher and administrator review progress with the pupil and family, evaluate the effectiveness of supports, and revise the support plan.	Responsible staff, services and adjustments, improvement goals, and follow-up date.

Placement review	Staff determine whether to continue independent study with support or coordinate an appropriate classroom placement, consistent with applicable IEP or Section 504 requirements.	Findings, placement and service arrangements, and required notices.

A family-requested return to in-person instruction will be implemented within five instructional days. A best-interests evaluation or placement review does not automatically terminate charter enrollment. Any proposed involuntary removal will follow Section 9.5, including applicable notice and hearing rights.

1.23 Special education and student supports

The School will operate as a public school of Mountain Grove Elementary School District for special education purposes under Education Code §47641(b). The District will remain the responsible local educational agency and provide special education through its SELPA arrangements. It will ensure child find, timely assessment, a free appropriate public education (FAPE), and access to services and placements in the least restrictive environment. Residence outside District boundaries, service costs, or the need for intensive support will not be grounds for denying enrollment or withholding required services.

The District will identify, locate, and evaluate pupils who may need special education, including home-based pupils, English learners, highly mobile pupils, and pupils progressing from grade to grade. Qualified personnel will assess all suspected areas of disability using valid, nondiscriminatory methods in the pupil's native language or other mode of communication unless clearly infeasible. Limited English proficiency or lack of appropriate instruction alone will not establish eligibility for special education.

1.24 Referral response and family participation

The classroom teacher or independent-study Teacher of Record will promptly forward any parent or staff request for disability assessment to the district special education administrator, record the date received, and assist a parent in documenting an oral request. The administrator reviews the referral, relevant instructional information, and suspected needs; provides an assessment plan and safeguards within the applicable timeline; or issues prior written notice explaining a refusal and the evidence and rights supporting that decision. A Student Study Team may coordinate immediate support, but completing interventions is not a condition for evaluation when a disability is suspected.

Parents receive an understandable explanation of the areas to be assessed, the proposed instruments and qualified assessors, and their consent rights. They have at least 15 calendar

days to consider the proposed assessment plan. The district obtains informed written consent before initial assessment, tracks statutory exclusions and exceptions individually, and arranges assessment in accessible settings. Evaluators consider educational history, opportunities to learn, cultural and linguistic factors, health information as appropriate, family input, and multiple measures rather than a single score.

The district ordinarily issues the assessment plan within 15 calendar days of referral and completes assessment and the initial IEP meeting within 60 calendar days after written parental consent, with applicable statutory exclusions and exceptions tracked individually. A parent-requested IEP meeting occurs within the applicable 30-day period, excluding the days specified by law. The referral log identifies the date received, consent date, excluded days, responsible assessor, due dates, and completion; the administrator intervenes before a deadline is missed.

1.25 IEP development, implementation, and placement

The IEP team, with parent participation and required qualified members, determines eligibility, present levels, measurable annual goals, services, accommodations, assessment participation, placement, and progress reporting. The district will provide FAPE without charge and maintain access to the full continuum of placements and related services through district and SELPA arrangements. Placement is based on individual need in the least restrictive environment; neither the charter's instructional model nor staffing convenience determines the result. An enrolled pupil with a disability may participate in independent study only when the IEP specifically provides for that participation under Education Code §51745(c).

Before implementation, the principal coordinates provider assignments, accessible materials, technology, transportation when required and staff responsibilities. IEP progress reports follow the individual plan; review occurs at least annually and reevaluation at least every three years unless lawfully agreed otherwise. Required services are delivered without charge and are not conditioned on selecting a different instructional option.

1.26 IEP team decisions and service delivery

The district case manager arranges meetings with adequate parent notice and interpretation or alternative participation methods as needed. Required participants include the parent or educational rights holder, the pupil when appropriate, a general education teacher when required, a special education teacher or provider, a district representative authorized and knowledgeable about resources, and someone able to interpret assessment results. Other knowledgeable persons participate as appropriate; excusals follow consent requirements.

School staff bring current work, assessment results, and information about both home-based and onsite instruction without predetermining eligibility or placement.

The IEP specifies services and their frequency, duration, location and start date; goals and progress measures; accommodations, supplementary aids and modifications; assessment participation; and any required behavioral, communication, technology, transportation or extended-year support. Initial services require informed consent; agreed portions are implemented as required while disputes or partial consent are addressed.

The case manager gives teachers and providers their implementation responsibilities and reviews service logs monthly. Logs document scheduled and delivered services, cancellations and follow-up. Missed services are escalated promptly for correction and an individualized compensatory-service determination.

When an IEP permits independent study, the IEP and independent study agreement must work together: teachers coordinate accessible assignments, direct teaching, related services, progress reporting, and family communication. A parent supports learning but is not substituted for a qualified special education provider. If evidence suggests the current arrangement is ineffective, the IEP team reconvenes to consider necessary changes; staff will not simply direct the family to another school.

At the start of the pupil's high school experience, the IEP team considers appropriate measurable postsecondary goals and transition services under EC §§56043 and 56345, as amended by AB 438. If it postpones including them, the School will document the team's reasons as a local practice; in all cases the first IEP in effect at age 16 includes the required goals and services, updated annually. Age-appropriate transition assessments inform education/training, employment, independent living when appropriate, and the course of study. Meeting notices identify transition planning and invite the pupil; if absent, staff obtain the pupil's preferences. The case manager addresses age-of-majority notice, applicable diploma options, and the required exit summary of performance.

1.27 Transfers, family rights, and Section 504

On transfer or conversion, the registrar promptly secures the existing IEP and evaluation records and alerts the district case manager. For pupils already served by the district, conversion will not interrupt the operative IEP. For transfers within California, the district follows EC §56325: same-SELPA transfers receive services comparable to the existing IEP without delay unless a new IEP is developed as required; transfers from another SELPA receive comparable services in consultation with parents for no more than 30 days while the district adopts the existing IEP or develops and adopts a new one.

For an out-of-state transfer during the school year, comparable services begin while the district evaluates if necessary and develops an appropriate IEP under federal and state requirements. The case manager records the applicable transfer pathway and deadlines; a records or funding delay does not suspend FAPE.

The district Section 504 coordinator accepts parent or staff referrals, reviews concerns and available information, and arranges evaluation when a physical or mental impairment may substantially limit a major life activity. A knowledgeable team considers multiple sources, determines eligibility and placement, and documents necessary accommodations, related aids, and services. A pupil may qualify under Section 504 even when ineligible under IDEA. Staff receive their implementation responsibilities and review effectiveness periodically and before a significant placement change. Families receive notice, access to relevant records, impartial hearing and review rights, and the coordinator's contact information. Section 504 and ADA access includes required remote instruction, onsite activities, digital materials, assessments, and school-sponsored opportunities.

1.28 District and school service responsibilities

The Executive Director/Principal coordinates school-level implementation of special education services. The District's designated special education administrator oversees referrals, assessments, procedural safeguards, service providers, and compliance. The IEP team determines each pupil's services and whether independent study is appropriate.

The District maintains SELPA and funding arrangements and coordinates the transfer of responsibilities from the predecessor districts. Internal funding or administrative matters will not delay required pupil services.

1.29 Procedural safeguards, records, and district accountability

The district will provide IDEA procedural safeguards at least annually and at other required events, including initial referral or a parent request for evaluation, the first state complaint and first due process complaint in a school year, specified disciplinary changes of placement, and upon parent request. Prior written notice explains proposed or refused identification, evaluation, placement, or FAPE actions. Families may request an independent educational evaluation, mediation, a state special education complaint, or due process as applicable; informal resolution with school staff is optional and does not restrict those rights or extend legal deadlines.

Special education records are confidential and available only to authorized persons with an educational or other lawful basis for access. The district supplies requested records within

applicable timelines, maintains required reporting, and coordinates records transfer with receiving schools. The special education administrator and Executive Director/Principal review assessment deadlines, service delivery, IEP goal progress, provider qualifications, and patterns of exclusion at least quarterly. The business office manages funding and required fiscal compliance; internal cost allocation disagreements do not delay services. Staff receive annual training and additional coaching based on implementation findings.

The assessment coordinator and IEP team will identify any required California Alternate Assessment or Alternate ELPAC participation using current state eligibility criteria. Accommodations and accessibility supports are planned before testing and reflected in the pupil's applicable plan. An assessment choice does not replace instruction in the pupil's required course of study.

1.30 English learners

After enrollment, the registrar obtains the home language survey and existing language-classification and assessment records. A pupil already classified in another California public school will retain the verified status rather than automatically receiving a new Initial ELPAC. For eligible K–12 pupils entering California public schools for the first time whose survey indicates assessment is needed, the assessment coordinator arranges the Initial ELPAC or Initial Alternate ELPAC within 30 calendar days of first enrollment and ensures required notice, results, and reporting. English learners take the annual Summative ELPAC or, when eligible through the IEP process, Summative Alternate ELPAC until reclassified. The coordinator maintains a roster with classification, assessment deadlines, supports, and service assignments.

TK pupils are exempt from Initial and Summative ELPAC, including alternate assessments. Staff use family information and language observations to plan support. Under EC §48004 as amended by AB 2467, required TK multilingual-learner screening begins in 2028–29, with any authorized 2027–28 field test voluntary. The district will implement the state-approved instrument, eligibility and 30-day enrollment timeline when operative. Screening identifies needed support rather than K–12 English-learner classification; kindergarten entry follows the applicable ELPAC rules.

1.31 English language development and equal access

Appropriately authorized certificated teachers will provide designated ELD as protected instructional time focused on California ELD standards and integrated ELD throughout content instruction. The EL coordinator, classroom teacher or independent-study Teacher of Record, family, and pupil as appropriate develop a language-support component of the

personalized learning plan using proficiency results, classroom evidence, strengths, and prior schooling. The plan identifies language goals, frequency and duration of designated ELD, provider and delivery mode, content scaffolds, assessment accommodations when permitted, and progress-review dates. Teacher-delivered ELD is scheduled within the pupil's instructional program through accessible remote or in-person instruction; the independent study model does not shift this responsibility to parents or software.

The district EL coordinator and Executive Director/Principal will monitor assessment completion, service delivery, staffing authorizations, language growth, and academic access. Long-term English learners and pupils at risk of becoming long-term English learners will receive focused review and intensified support. Staff will distinguish language acquisition from possible disability and coordinate ELD and IEP or Section 504 services for dually identified pupils. Assessment or disability services will not be delayed because a pupil is learning English.

1.32 Instructional practice and response to language-development needs

Designated ELD lessons explicitly teach how English works in meaningful speaking, listening, reading, and writing tasks. Integrated ELD may include visuals, demonstrations, structured partner discussion, sentence supports, vocabulary instruction in context, bilingual resources when appropriate, and modeled reading and writing. Teachers adjust scaffolds as proficiency develops while retaining intellectually meaningful grade-level content. Students' home languages and cultural knowledge are instructional assets.

Classroom teachers review language and content evidence during regular instruction; independent-study Teachers of Record review it at each learning-period conference. Evidence may include oral retellings, discussions, writing, reading responses and mathematical explanations. The EL coordinator reviews progress at least each reporting period, verifies ELD delivery and coordinates changes when growth is limited. Newcomers, pupils with interrupted schooling, long-term English learners and those at risk receive individualized support without automatic assignment to lower-level content or unnecessary restriction of electives.

For dually identified pupils, the EL coordinator and IEP team coordinate language and disability services and permitted testing supports. Special education does not replace ELD; language acquisition alone is not evidence of disability. Assessment considers opportunity to learn and performance across languages where feasible.

1.33 Reclassification, monitoring, and family participation

Education Code §§313–313.9, as amended by AB 2555 effective September 27, 2026, establish English proficiency as the general reclassification criterion: Summative ELPAC overall Performance Level 4 or Summative Alternate ELPAC overall Performance Level 3. Teacher approval, parent approval, grades, STAR scores and basic-skills comparisons are not additional conditions. The EL coordinator verifies scores and prior records, promptly completes required reporting and family notice, and coordinates the pupil's instructional placement. The state automatic process is operative July 1, 2027; CDE identifies implementation beginning with the 2027–28 summative administration. Staff will verify state records and complete the applicable local duties.

District staff will verify that the responsible LEA applies transition-year deadlines, including January 31, 2027 for qualifying 2025–26 scores. Conversion will not restart classification. Beginning July 1, 2028, and subject to availability of the state-developed rubrics and work/performance tasks, the district will implement the authorized alternative pathway for eligible English learners with IEPs. Staff will verify all statutory eligibility conditions and provide required family communication. Local measures will not substitute for the state criterion outside that authorized pathway.

Families receive understandable information about language classification, proficiency results, instructional services, progress and reclassification. Staff invite family participation and explain how to discuss progress with the teacher and obtain assistance. Reclassification notices explain the change in status, instructional placement and continued monitoring. For applicable federally funded language programs, initial notices are provided within 30 days of the school-year start or within two weeks of later placement. Translation and interpretation meet applicable civil-rights and EC §48985 requirements. Parent input informs support but is not an additional condition for reclassification.

1.34 Reclassified pupils, family voice, and program evaluation

For at least four years after reclassification, the responsible teacher and EL coordinator review academic progress each reporting period, using grades, work evidence, course access and family concerns. They will incorporate the state monitoring instrument and guidance as available. Identified needs prompt academic or language support; reclassification does not terminate an IEP or Section 504 plan, and difficulty does not automatically reverse language status. Staff maintain accurate classification and monitoring records.

The School commits to establishing an English Learner Advisory Committee when it enrolls 21 or more English learners, with parent elections, training, and representation consistent with applicable requirements. Before that threshold, the school will seek EL family input through accessible individual conferences and advisory meetings. District-level participation, including DELAC and applicable LCAP consultation, will follow district obligations. Leadership annually reviews language growth, service delivery, reclassification and follow-up, content achievement, course access, and family feedback, and uses the results to improve staffing, curriculum, and professional learning.

1.35 Access, school stability, and support for other pupil groups

Pupil need	Identification and response	Accountability
Homelessness or housing instability	The registrar uses a sensitive housing questionnaire and refers to the district homeless liaison. Apply immediate-enrollment protections despite missing records; assist with records, materials, connectivity, meals, and school-of-origin/transportation rights.	Liaison tracks enrollment barriers and needed services; Teacher of Record checks participation and progress each learning period.
Foster care or other high mobility	Registrar and foster-youth liaison coordinate with the educational rights holder and agencies on school stability, best-interest decisions, records, comparable services, partial credits, and applicable graduation exemptions.	Confirm the receiving program and service handoff; review credits and interrupted instruction promptly after entry.
Low income or limited technology access	Offer confidential needs review to every family; provide required materials, a usable device and connectivity or a workable accessible alternative without unlawful fees.	The principal and business office track unfilled requests, response times, replacement needs, and budget coverage.
Racial, ethnic, cultural, or linguistic barriers	Review disaggregated access and outcome data, seek pupil/family input, and use inclusive curriculum and accessible communication. Respond to discrimination through the published complaint process.	Quarterly review of participation, support access, discipline and outcomes; document responsive actions without admissions quotas.

Pupil need	Identification and response	Accountability
Mental health or social-emotional needs	The teacher refers concerns to qualified district support staff; urgent threats use emergency procedures. Coordinate instruction, counseling referrals, and family communication within confidentiality rules.	Named staff members follow up on the referral and learning access; disability evaluation is considered when warranted.

1.36 High school development and proposed diploma requirements

School year	Planned grades	Readiness focus
2027–28	TK–8	Operate both TK–8 programs; prepare secondary academics, advising, CTE development, staffing and facilities
2028–29	TK–9	Open grade 9 in homeschool/hybrid; begin four-year plans and approved introductory career learning
2029–30	TK–10	Add grade 10; expand adopted, ready CTE offerings according to student interest and resources
2030–31	TK–11	Add grade 11; provide state assessment and postsecondary advising
2031–32	TK–12	Add grade 12; support the first proposed graduating cohort

The grade-opening schedule above governs secondary development. Before each new grade opens, the board reviews the readiness evidence in section 1.39. Any delay is communicated promptly to affected families with assistance securing an alternative placement.

The petition proposes the following 230-credit diploma framework for governing board approval. Ten credits represent a yearlong course and five credits a semester course. Credit requires demonstrated achievement of course outcomes and documented teacher evaluation; participation or time logged alone does not establish credit.

Subject	Proposed credits
English	40
Mathematics including Algebra I or equivalent content	30
Biological and physical sciences	20
History and social science including government and economics	30

Subject	Proposed credits
Physical education subject to lawful exemptions	20
Visual or performing arts world language or CTE	10
Ethnic studies	5
Stand-alone personal finance	5
Health Education	5
College and Career Readiness	5
Additional electives and college preparatory coursework	60
Total	230

The School proposes a 230-credit diploma requirement that includes a five-credit Ethnic Studies course as a local graduation requirement and a separate, one-semester Personal Finance course. Credits for both courses are included within the 230-credit total. Before high school enrollment begins, the governing board will adopt the graduation policy, including requirements applicable to each graduating class, legally required pupil-specific exemptions, and alternative diploma provisions.

Personal Finance will be offered annually beginning in 2028–29, when grade 9 opens. The illustrative course sequence places it in grade 12, but pupils may complete it earlier through their approved graduation plans. The School's first projected graduating class in 2031–32 will therefore have access to the course needed to meet the state graduation requirement.

The secondary plan provides access to all A–G subject areas. Required individual graduation exemptions, partial credits and the state alternative diploma pathway are applied where eligible; a certificate of completion is not described as a regular diploma.

1.37 Proposed high school courses and progression

The following courses form the proposed 230-credit diploma program. Coursework will combine traditional independent study, teacher-led instruction and approved digital curriculum, as appropriate to the subject and pupil. Digital resources may provide course content, guided practice, assessments and progress information within a program supervised by appropriately credentialed teachers.

The School will approve each course's content, staffing, assessment methods, credit value and delivery arrangements before offering it and finalize the grade 9 course catalog before recruitment. Courses will be identified as meeting UC A–G requirements only after their approval status has been verified.

Each pupil's independent-study program remains under the general supervision and evaluation of an appropriately credentialed Teacher of Record assigned to the School. Digital curriculum supports instruction and practice, with teachers providing required interaction, feedback, assessment and pupil services. Before approving an externally provided course, the School confirms who provides instruction, the required credentials or authorizations, how credit will be awarded and applied toward graduation, and arrangements for accessibility and any required laboratory activities. The supervising certificated teacher determines attendance credit from documented pupil work and allowable instructional participation under the independent-study procedures in Section 1.17.

Subject / diploma credits	Proposed courses and content	Delivery and planning considerations
English • 40	English 9, 10, 11, and 12 • 10 credits each. Literature and informational text, composition, research, speaking, listening, and media literacy.	Sequential grade-level courses with teacher feedback, conferences, and evaluated writing portfolios.
Mathematics • 30	Algebra I, Geometry, Algebra II • 10 each; alternatively, an adopted Integrated Mathematics I–III sequence.	Board selects a coherent sequence. Diagnostic placement and support preserve access; the catalog identifies Algebra I equivalency. A fourth year may count as elective credit.
Science • 20	Biology with laboratory • 10; Chemistry with laboratory • 10.	Qualified instruction, supervised investigations, materials, safe laboratory access, and accessible participation must be documented. Additional science may count as electives.

Subject / diploma credits	Proposed courses and content	Delivery and planning considerations
History / social science • 30	World History • 10; U.S. History • 10; American Government / Civics • 5; Economics • 5.	Historical inquiry, source analysis, civic reasoning, and economic decision-making.
Physical education • 20	Physical Education I and II • 10 each.	Standards-based instruction and teacher evaluation; participation logs alone do not establish course mastery. Lawful exemptions apply.
Arts / world language / CTE • 10	Proposed Visual Arts I • 10. A board-approved world language or CTE alternative may satisfy this diploma category.	The illustrative college-preparatory plan retains a full-year visual or performing arts course. Substitutions are reviewed for their effect on A–G eligibility.
Ethnic studies • 5	Ethnic Studies • 5.	Proposed local five-credit semester requirement. Confirm the statewide funding/implementation condition and cohort rules in the adopted catalog.
Personal finance • 5	Personal Finance • 5.	Stand-alone five-credit course, separate from Economics, available annually from the high school opening in 2028–29. The sample plan places completion in grade 12.
Health, career planning, and electives • 70	Health Education • 5; College and Career Readiness • 5; Spanish I and II • 20 total; other approved electives • 40.	Health and career planning are proposed local diploma requirements. Electives may include advanced academics, arts, approved CTE, or college coursework. Each course is counted once toward the 230-credit total.

Career technical education and rural career pathways

The School will develop career exploration and career technical education (CTE) opportunities as secondary grades are added. Offerings will reflect pupil interests, community input, and available resources. Specific courses and pathways will be selected through District curriculum approval procedures and aligned with applicable California CTE standards.

Before offering a course, the District will confirm appropriately authorized instructors, safe and accessible facilities or delivery arrangements, necessary equipment, and adequate funding. Partnerships with other educational institutions or community organizations may support program development and delivery.

Approved courses may earn credit toward applicable graduation requirements. The School will inform pupils and families how each course applies toward graduation and whether it meets UC/CSU admission requirements. CTE opportunities will complement continued access to college-preparatory coursework.

1.38 Illustrative four-year schedule

Year	Illustrative course load	Credits
Grade 9	English 9; Algebra I; Biology with laboratory; PE I; Spanish I; Visual Arts I (10 credits each).	60
Grade 10	English 10; Geometry; Chemistry with laboratory; World History; PE II; Spanish II (10 each).	60
Grade 11	English 11, Algebra II, U.S. History (10 each); Ethnic Studies, Health Education, and College and Career Readiness (5 each); approved electives (15).	60
Grade 12	English 12 (10); Government, Economics, Personal Finance (5 each); approved electives (25).	50
Total	170 designated subject credits plus 60 elective credits, including the illustrative Spanish sequence.	230

This is an illustrative sequence. The counselor or designated academic advisor adjusts it for preparation, transfer credits, individual legal rights and postsecondary goals. Diploma completion and university eligibility are distinct; section 1.43 requires disclosures about the pupil's actual courses.

1.39 Catalog, credit evaluation, and readiness evidence

The School will maintain a course catalog describing available courses, prerequisites, credits, instructional delivery, graduation requirements, and verified UC/CSU A–G approval status. Planned future courses will be distinguished from currently available offerings. Pupils and families will receive course information and individualized graduation planning before selecting courses.

Upon receipt of an incoming transcript, designated staff will promptly evaluate credits and update the pupil's graduation plan without delaying enrollment or instruction. Staff will obtain missing records, award full or partial credit and apply graduation exemptions as required by law, and explain any credit not accepted. Credit recovery will address identified learning needs without unnecessarily repeating completed coursework. Pupils and educational rights holders may request review by the Executive Director/Principal and then the Superintendent or designee. Statutory complaint and appeal rights remain available.

Before each new grade opens, the District Board will review course availability, qualified staffing, facilities and technology, pupil services, academic advising, and funding. The review will include applicable accreditation and A–G approval status. Required courses will have appropriate staffing and lawful delivery arrangements before being offered.

1.40 Diploma completion and college-preparatory planning

Every secondary pupil has an individual graduation plan. The comparison below shows how course choices support diploma completion and college preparation within the same 230-credit program. Pupils may change goals and receive bridge courses or support when needed.

Planning area	Diploma-focused plan	College-preparatory plan
Common diploma	Complete the proposed 230 credits, including Health Education and College and Career Readiness. Applicable individual exemptions remain available.	Complete the same 230 credits while selecting courses that meet verified A–G requirements.
English, history, mathematics, science	Complete the subject credits and adopted course outcomes described above. The counselor or designated academic advisor explains any courses without A–G approval.	Use approved courses for the A–D subject areas. Plan three years of mathematics and two of science at minimum; consider additional preparation.
World language and arts	Complete the 10-credit arts / world language / CTE category and use electives to support personal goals.	Plan two years of the same language and one year of visual or performing arts, using diploma elective credits as needed.
Electives and career interests	Select approved electives, career exploration, and available CTE or college opportunities based on the pupil's goals.	Include the required college-preparatory elective and verify how any CTE or college courses satisfy A–G requirements.
Monitoring and disclosure	Review diploma credits and postsecondary plans each semester; identify recovery or additional preparation early.	Review verified A–G status, grades, sequence, and timing each semester. Meeting minimum requirements does not guarantee admission.

A–G planning will follow current university requirements and the School's actual approved course list. Under current UC guidance, the minimum subject pattern comprises 15 yearlong

courses with grades of C or better, with at least 11 completed before the final year. The counselor or designated academic advisor will verify UC and CSU requirements separately. The table does not represent proposed School courses as already approved.

1.41 Health Education and the postsecondary portfolio

The five-credit Health Education course addresses physical and mental wellness, nutrition, substance-use prevention, healthy relationships and personal safety through an adopted age-appropriate curriculum. It counts within the 230-credit total.

California Healthy Youth Act instruction will occur at least once in middle school, planned for grade 7, and once in high school, planned within grade 11 Health Education. Transfers will be reviewed so pupils receive the required instruction within grades 7–12. Qualified instructors will deliver medically accurate, age-appropriate, inclusive comprehensive sexual health and HIV-prevention education under EC §§51930–51939. The school provides required advance family notices, access to instructional materials, and the right to excuse a pupil in writing from covered instruction; pupils receive an appropriate alternative without penalty.

In College and Career Readiness, pupils will develop a practical portfolio with a strengths and interests reflection, career research, an education or training plan, a résumé or comparable introduction, and a financial plan for the next stage after high school. The portfolio will identify near-term actions and longer-term goals and will be revisited during advising. Activities may include interviews, workplace exploration, and comparison of college, apprenticeship, technical training, military, or employment options when appropriate. Access to a particular placement or outside partner is not guaranteed.

1.42 Secondary advising, counseling and transition support

Every secondary pupil will have access to a counselor or designated qualified academic advisor for course selection, semester credit review, graduation planning, college and financial-aid information, and career exploration. The principal will designate the advisor in writing before grade 9 opens and provide sufficient time, training and supervision for the assigned caseload. A separate full-time counselor position is not assumed in this petition.

During grade 8, the responsible teacher and academic advisor will help pupils and families prepare for the transition to high school independent study. Planning will address graduation requirements, course choices, assignment management, study habits, teacher interaction, technology access, and available academic and pupil supports. Pupils will receive an individualized course and graduation plan before beginning high school coursework.

Pupils entering from another school or after the school year begins will receive an orientation and review of prior learning, credits, technology access, and support needs promptly after enrollment. Staff will coordinate records and required services without delaying instruction. Orientation and transition activities support enrolled pupils and are not admission conditions. Families will also receive information about noncharter high school alternatives under Element 11.

A designated academic advisor may be a credentialed teacher, administrator, or trained college/career or student-services employee whose assigned duties and supervision match the role. Required preparation includes transcript and graduation review, current UC/CSU requirements, financial-aid information, credit-transfer protections, privacy, referral procedures and the needs of rural, multilingual and disabled pupils. The principal retains oversight of academic decisions. Designation does not authorize school counseling, psychological assessment, therapy or IEP/504 services that require a specific credential or license; the district will arrange qualified personnel for those services.

The counselor or designated qualified staff member will ensure that every pupil receives information at least once before grade 12 on how to complete and submit the FAFSA or California Dream Act Application, including available assistance and relevant deadlines. In grade 11, staff will advise pupils to complete the CaliforniaColleges.edu grade 11 financial-aid lessons under EC §51225.8 and offer accessible assistance. The advising log records the date and content of the information, language/access supports, referrals, and follow-up. For late-entry pupils, staff provide the information promptly and preserve applicable privacy and opt-out rights; the school does not make disclosure of a family's immigration status a condition of counseling.

As secondary grades open, the School will explore dual and concurrent enrollment opportunities with Shasta College or other accredited colleges. The academic advisor will discuss available options during course planning, identify interested pupils, and assist with eligibility review, applications, required approvals, scheduling, and access needs. Before a pupil enrolls in a college course, staff will explain its application toward high school graduation, any verified A–G status, potential college credit, and anticipated costs and delivery arrangements. The District will complete any agreements required for School-sponsored offerings before they begin. Participation depends on college admission requirements, course availability, and approved arrangements; this petition does not establish a college partnership or guarantee a particular course.

1.43 Course transferability and college entrance disclosures

Before enrollment and course selection and annually thereafter, families receive written graduation, transferability, accreditation and college-entrance disclosures through the catalog and advising conference. Pending or unapproved courses are distinguished from approved A–G courses. The School will pursue WASC and UC approvals without guaranteeing them or acceptance by receiving institutions. Transcripts identify courses, grades and credits.

1.44 Proposed Whitmore LCAP goals

The following proposed goals and Element 2 outcomes will guide a charter-specific LCAP under EC §47606.5. The School will use the state template, required educational-partner engagement, annual actions and expenditure reporting. Alignment with district goals does not replace the School's own accountability plan.

The board will conduct required public input and adoption proceedings, approve the charter LCAP and annual update with the budget, submit them within applicable deadlines to the authorizer and county superintendent, and prominently post the adopted plan.

Goal 1 — Academic growth and equitable access. Provide qualified teaching, accessible standards-aligned materials, effective ELD/disability services, intervention and enrichment. Monitor literacy, mathematics, language progress and course access. State priorities: 1, 2, 4, 7 and 8.

Goal 2 — Engagement, well-being and family partnership. Strengthen teacher interaction, family communication, participation, reengagement, safety and belonging. Monitor attendance, climate and family engagement. State priorities: 3, 5 and 6.

Goal 3 — Secondary readiness and postsecondary pathways. Provide coherent courses, academic advising, credit review and approved college/career opportunities as grades open. Monitor completion, graduation and readiness. State priorities: 4, 5, 7 and 8. Review targets, actions and funding publicly; material charter changes require authorizer approval.

1.45 Annual goals and specific actions

These annual actions support Element 2's schoolwide and subgroup goals, including groups too small for public reporting. The budget and LCAP will fund them; the principal reviews implementation quarterly and recommends improvements.

Priority 1 — Basic conditions. District staff verify assignments before employment and annually, provide required materials/devices/connectivity, inspect facilities annually and correct hazards promptly.

Priority 2 — Standards implementation. Teachers map curriculum and learning plans, provide designated/integrated ELD, review coverage each learning period and complete at least four annual professional-learning sessions.

Priority 3 — Parent involvement. Offer every family a planning conference; seek accessible survey/advisory input, reach underrepresented families, and document how recommendations inform the program, budget and LCAP.

Priority 4 — Achievement. Teachers use fall/winter/spring diagnostics, collaborate at least every six weeks and adjust interventions. Secondary staff review A–G access, credits and postsecondary plans each semester.

Priority 5 — Engagement. Staff monitor participation/attendance weekly, implement reengagement promptly, address barriers and review secondary persistence and credit risks quarterly.

Priority 6 — Climate. Teach behavioral and social-emotional skills, provide restorative responses and counseling access, collect climate feedback and examine disciplinary disparities without suppressing reporting.

Priority 7 — Course access. Leadership reviews every pupil's full course of study, accommodations and enrichment each semester; secondary barriers are resolved before registration closes.

Priority 8 — Other outcomes. During the first charter year, teachers establish common writing expectations, trial grade-span rubrics and score fall/spring samples drawn from classroom and homeschool work. Beginning in year two, they use the adopted rubrics for twice-yearly review. Secondary pupils maintain a college/career plan and complete a culminating demonstration, complementing state measures.

Element 2: Measurable Pupil Outcomes

Education Code §47605(c)(5)(B)
Identify measurable pupil outcomes, including the skills, knowledge, and attitudes pupils will attain, increases in academic achievement schoolwide and for each subgroup, and alignment with applicable state priorities.

The School will support pupils in developing academic knowledge, critical thinking, communication, independence, and readiness for further education and employment. The following annual goals apply to both instructional pathways and, as applicable, each pupil subgroup identified in Education Code §52052.

The School will use verified existing data as baselines where comparable. When a baseline is unavailable, it will be established in the first year the measure applies. Progress will be reviewed annually through the LCAP process, with instructional adjustments and targeted support for pupils and groups not making adequate progress.

State priority / outcome	Annual target	Evidence
1 Basic conditions	100% of teachers are appropriately assigned; all pupils have required instructional materials; facilities maintained in good repair.	Assignment reviews, materials records, and facility inspections.
2 Standards implementation	All pupils receive standards-aligned instruction; all eligible English learners receive designated and integrated English language development.	Curriculum, learning plans, schedules, and instructional reviews.
3 Parent involvement	All families are offered learning conferences and opportunities to provide input; at least 50% respond to the annual family survey.	Conference records, family feedback, and survey participation.
4 Academic achievement	Increase the percentage meeting reading and mathematics benchmarks by at least 3 percentage points annually after baseline, until 100% is reached. At least 50% of pupils with valid matched STAR growth results achieve an SGP of 50 or higher.	STAR assessments and other appropriate measures of learning.
4 State achievement and English proficiency	Improve CAASPP ELA and mathematics proficiency rates by at least 3 percentage points annually after baseline, until 100% is reached. Increase the percentage of English learners making progress toward proficiency by at least 3 percentage points annually after baseline.	Official state assessment, Dashboard, and English learner progress results.

5 Engagement and persistence	Reduce chronic absenteeism by at least 2 percentage points annually until it is at or below 10%, then maintain or improve that rate. As secondary grades open, at least 80% of pupils earn their planned annual credits; annual dropout rates remain at or below 5%. The first eligible graduating cohort achieves a graduation rate of at least 85%.	Attendance, participation, credit, exit, and graduation records.
6 School climate	At least 80% of surveyed pupils report feeling safe and connected to school; suspension rates remain at or below 2% and expulsion rates at or below 1%.	Pupil surveys and discipline records.
7 Course access	All pupils have access to a broad course of study and required supports. As high school grades open, all pupils have access to a course sequence supporting graduation and UC/CSU eligibility.	Course offerings, schedules, learning plans, and graduation plans.
8 Demonstrated learning	Establish a writing baseline in 2027–28. Beginning in 2028–29, at least 60% of pupils meet grade-level writing expectations or improve by one rubric level, with the target increasing by 5 percentage points annually through 2031–32. Monitor learning across other required subjects through appropriate work samples and assessments.	Common writing rubrics, pupil work, projects, and subject assessments.
4 and 8 Postsecondary readiness	All high school pupils maintain a graduation and postsecondary plan. At least 80% of the first graduating cohort demonstrate college or career readiness through defined coursework, projects, or other approved evidence.	Graduation plans, transcripts, and common evaluation criteria.

Results will be reviewed schoolwide and by instructional pathway and pupil subgroup, where applicable, while protecting confidentiality. Reports will identify assessment participation and missing results so findings can be interpreted accurately. Official state indicators will use state-defined calculations.

All enrolled pupils remain included in progress monitoring and required services, including pupils without assessment results. The School will administer required assessments, encourage participation, and honor lawful exemptions. Measures for grades or cohorts not yet served will be reported as not yet applicable.

2.1 Outcome definitions and reporting rules

The following definitions apply to both instructional programs. Results will be reported by instructional option and pupil subgroup where privacy permits. Assessment results will identify the population measured and participation rates so that findings can be interpreted accurately. Missing baseline data will not be treated as zero. Available, verified records from the existing school will inform baseline measures. Where comparable baseline data are unavailable, the outcome table will identify how and when the baseline will be established and how annual targets will be calculated.

Measure	Numerator / denominator and timing
Reading and mathematics benchmarks	Reading and mathematics separately: pupils meeting the adopted spring benchmark ÷ pupils with valid spring scores. Growth: pupils with a valid fall-to-spring STAR SGP of at least 50 ÷ pupils with a valid fall-to-spring SGP. Report eligible/tested/matched counts, instrument version, benchmark cut scores and unavailable SGPs. Do not substitute unmatched score changes. Multitudes and TK evidence remain separate.
State achievement and English proficiency	Local CAASPP standards-met rate: valid scores at met/exceeded ÷ all valid scored results for the subject/grade; label it a tested-pupil measure. Separately publish official state indicators and their participation adjustments. The EL progress target uses current state ELPI eligibility and progress rules, including applicable participation effects; reclassification is a separate process.
Participation and climate	Use official chronic absence and suspension definitions. Chronic absence includes eligible independent-study pupils and non-ADA-generating days; report TK–8 Dashboard and secondary data with their appropriate definitions. Local expulsion rate: pupils expelled ÷ cumulative enrollment. Survey response: responding ÷ invited households; favorable climate responses: favorable ÷ valid item responses, with response rate.
Learning demonstrated in work	Writing: pupils meeting the adopted grade-span standard in spring or gaining at least one level ÷ pupils with valid evidence for that comparison. Report attainment and growth separately without double counting. Evidence coverage: pupils with reviewed learning evidence ÷ all enrolled pupils for the window. Different curricula/tasks may supply comparable evidence. Report the first-year pilot baseline and TK developmental progress separately.
Secondary progress and completion	Credit attainment: pupils earning all planned annual credits ÷ enrolled secondary pupils eligible for an annual credit review; preserve a dated original plan and explain changes. Use state cohort rules for graduation/dropout reporting when applicable; separately report annual exits. A–G completion and readiness demonstrations use graduates in the eligible cohort as the denominator, with counts and the verified completion definition.

Measure	Numerator / denominator and timing
Access and implementation	Use all applicable assignments or pupils: correctly assigned staff ÷ assignments; pupils with materials/services ÷ pupils needing them; reviewed plans ÷ enrolled pupils; scheduled ELD ÷ entitled EL pupils; four-year plans ÷ secondary pupils. Assessment opt-outs do not remove pupils from these denominators.

The quarterly outcomes report shows baseline, annual target, current result, numerator/denominator, participation and missing data, subgroup findings, and the next action with a responsible person. Small groups are reviewed confidentially even when public results are suppressed. Teachers document progress for every pupil through appropriate work, observation, conferences or course evidence when a standardized result is unavailable; these records do not substitute for a required state test or manufacture a standardized score.

2.2 Assessment participation and pupil rights

The School respects parents' and guardians' rights to make assessment decisions for their children and will honor written opt-out requests for state assessments where permitted by law and for local benchmark and screening assessments under School policy. These options include CAASPP exemptions under Education Code §60615 and 5 CCR §852, K–2 reading-screening exemptions under Education Code §53008, and locally permitted exemptions from district assessments such as Renaissance STAR. Staff will provide required notices and explain assessment purposes and applicable exemption rights without soliciting or encouraging CAASPP exemptions. ELPAC has no general parent opt-out, and physical fitness testing follows its own limited lawful exemptions.

Exercising an authorized opt-out will not, by itself, result in enrollment, grade or service penalties. Additional school-funded intervention resources will be allocated according to documented educational need, established eligibility criteria and applicable funding requirements. When a family declines an assessment, teachers will work with the family to consider other appropriate evidence, including pupil work, observations and progress records, to determine the need for targeted support and how progress will be monitored. An opt-out does not automatically qualify or disqualify a pupil for additional intervention resources. Required services, including those specified in an IEP or Section 504 plan, remain governed by applicable law.

The CAASPP accountability participation standard is 95% of eligible pupils, including applicable pupil groups. Where participation falls below this standard, annual local improvement targets will be set five percentage points above the most recent verified

comparable rate, up to 95%, with participation maintained at or above 95% thereafter. These interim targets do not change the accountability standard. Staff will support participation through accessible scheduling, family communication, makeup opportunities and required accommodations. Reports will identify participation by assessment subject, instructional program and pupil subgroup where privacy permits. Parent exemptions remain subject to official participation calculations, and results for participating pupils will be distinguished from official California School Dashboard results.

Separate Renaissance STAR reading and mathematics participation baselines will be established in 2027–28. Subsequent annual targets will increase participation by five percentage points toward 85%, with participation maintained at or above that level once reached. When families decline local assessments, teachers will work with them to obtain sufficient evidence of learning through pupil work, observations, discussions and other appropriate instructional activities. Every pupil will remain included in the School's review of learning and progress. An assessment opt-out does not eliminate the need to demonstrate learning, and missing local assessment results will not be recorded as failing scores.

Assessment participation and attendance funding are distinct. An authorized assessment opt-out does not, by itself, invalidate otherwise supportable average daily attendance (ADA). Independent-study funding remains subject to valid agreements, qualified supervision, documented work and allowable instructional participation, required records, and applicable nonclassroom-based funding requirements. The School will explain how participation rates affect official Dashboard results and the evidence available for oversight and renewal while respecting each pupil's applicable exemption rights.

Element 3: Methods of Measuring Pupil Progress

Education Code §47605(c)(5)(C)
Describe how progress toward the pupil outcomes will be measured and, to the extent practicable, use methods for state priorities consistent with school accountability report card reporting.

The assessment coordinator maintains the calendar for CAASPP/CAST, ELPAC and alternate assessments, physical fitness testing, Renaissance STAR benchmarks and Multitudes K–2 screening. STAR Reading or Early Literacy, as appropriate to the pupil and instrument, informs reading/ELA benchmarks; STAR mathematics measures inform mathematics benchmarks. Writing is evaluated separately through work samples and common rubrics. Qualified district employees administer and score physical fitness tests in grades 5, 7 and 9. Accessible administration and exemptions follow section 2.2.

Classroom reviews and homeschool learning-period conferences connect evidence to instructional next steps. The principal reviews results quarterly and reports annually through the LCAP, SARC and outcomes report. Interpretation uses the denominators and participation rules in Element 2; assessment difficulty or a lawful exemption is not grounds for exclusion.

3.1 Assessment calendar and accessible administration

Window	Assessment or review	Use and responsibility
Before instruction / entry	Prior records, IEP/504 and language status; brief teacher baseline; resource and access check.	Registrar and coordinators preserve verified language and disability status and arrange immediate support; classroom teacher or Teacher of Record establishes a learning baseline.
Fall, winter, spring	Renaissance STAR Reading/Early Literacy and mathematics as appropriate; fall/spring writing samples and inquiry evidence.	Use consistent instrument windows/versions and supports. Establish STAR baselines and pilot writing rubrics in 2027–28; use common or comparable tasks across different curricula. Teachers arrange support from results.
Each learning period; quarterly reports	Portfolio, course outcomes, intervention progress, ELD evidence, IEP progress as scheduled; credits in high school.	Teacher reports next steps; principal reviews subgroup access and actions quarterly. IEP reporting follows the individual plan.

Window	Assessment or review	Use and responsibility
Annual state windows	CAASPP/CAST and alternate assessments for eligible grades/pupils; Summative ELPAC/Alternate ELPAC; physical fitness in grades 5, 7 and 9.	Assessment coordinator publishes state dates, trains qualified staff, arranges accessible settings and makeups, and provides required results/notices.
Annual K–2 reading-risk window	Multitudes, already adopted and in use; annual K–2 window, kindergarten no earlier than school day 91, and late-entry screening under EC §53008.	Reading lead maintains the adoption record, training, notices, exemptions, results and intervention follow-up described in section 3.3.
Spring and annual public review	Family/pupil climate survey, course and credit audit, LCAP/SARC/outcomes report.	Principal and academic advisor reconcile counts, verify completion, explain limitations and identify funded improvements.

3.2 Student portfolio

Each pupil will maintain a teacher-reviewed portfolio across the approved course of study, including selected work, assessment evidence and reflection. Classroom teachers collect evidence through lessons and activities; independent-study teachers review assignments, demonstrations and other evidence with pupils and families. Portfolios guide feedback, instructional next steps and goal setting in accessible formats. Teachers will review dated portfolio evidence with pupils and families at progress conferences to show changes in understanding, progress toward learning goals, and priorities for further instruction.For independent-study pupils, portfolio selection complements the legally required retained work products, time-value judgments and attendance documentation. Classroom portfolios document learning; they are not the basis for ordinary classroom attendance claims.

3.3 Multitudes K–2 reading screening

Whitmore has already adopted and is using Multitudes for K–2 screening for risk of reading difficulties. The charter will continue that established practice. Mountain Grove will document the existing adoption and implementation records and confirm their continuation within its policy framework, including instrument/language selection, trained assessors and the annual screening window. Staff will administer the state-approved instrument according to its directions and EC §53008; kindergarten risk screening will not occur before the 91st school day. TK developmental assessment and instructional diagnostics remain distinct.

Families receive screening dates and written opt-out instructions at least 15 calendar days beforehand. Results, their meaning, and planned supports will be shared within 45 calendar

days of administration. A pupil entering after the grade's screening window will be screened within 45 calendar days of enrollment unless a lawful exception applies, including documented similar current-grade screening and parent awareness. Staff document exceptions individually. Identified risk prompts timely evidence-based instruction, progress monitoring, and referral for evaluation when warranted; screening alone is not a diagnosis or special education eligibility decision.

3.4 Common work rubric and grade-span expectations

Level	Common description
4 — Extends	Accurate, well-supported work applies learning independently to a more complex or unfamiliar task; the pupil explains and revises the approach.
3 — Meets	Work demonstrates the task's grade-level learning targets with accurate content, relevant evidence or reasoning, and a clear communication of the result.
2 — Developing	Work shows partial understanding but has gaps in accuracy, reasoning, evidence, or communication; focused teaching and revision are needed.
1 — Beginning	Available evidence does not yet demonstrate the target; the pupil needs substantial teaching, modeling, and supported practice.

The School will develop grade-span writing rubrics during 2027–28 and pilot fall/spring scoring using work already produced in the classroom and homeschool programs. Teachers may offer shared prompts or comparable standards-aligned tasks; identical curriculum and writing topics are not required. Rubrics will address focus, organization, development/evidence and language or conventions as appropriate to age and task. Teachers will compare samples at least each semester, refine the descriptors and establish the first-year baseline before full implementation in 2028–29.

During the 2027–28 pilot, teachers will select and refine representative writing samples, or anchor papers, to illustrate the four rubric levels—Extends, Meets, Developing, and Beginning—for applicable grade spans and tasks. Samples will be de-identified or used with appropriate permission. As the models are developed, teachers will share the rubric and relevant annotated examples with pupils and families before comparable writing assignments. Teachers will use these examples during scoring discussions to support consistent expectations across the classroom and homeschool programs.

In K–2, evidence may be oral, drawn, dictated or written as appropriate; older pupils demonstrate increasingly developed writing and reasoning. TK uses developmental descriptions. The four-level framework provides a starting point for task-specific rubrics.

Required accommodations do not reduce a score, and teachers distinguish access supports from a modified learning target. STAR reading results complement writing evidence and do not serve as a writing score.

3.5 Reviewing evidence and improving instruction

Teachers review learning and intervention evidence at least each learning period in homeschool and through ongoing classroom assessment. Grade-span or subject teams examine common samples and intervention effectiveness at least every six weeks. The principal uses findings to plan coaching and connect needed improvements to the LCAP, staffing and budget.

3.6 Family communication and progress reporting

Teachers will use observations, discussions, brief assessments, work samples, drafts, and demonstrations to check understanding and adjust instruction throughout each grading period. Classroom teachers will review progress through ongoing instruction; independent-study teachers will review progress at least weekly and discuss learning evidence with pupils and families each learning period.

Pupils and families will receive timely feedback through conferences and accessible written or electronic updates identifying progress toward learning goals, incomplete work, needed support, and next steps. Teachers will communicate concerns before the grading period ends so families have an opportunity to respond and receive assistance.

Both instructional pathways will provide quarterly progress reports; secondary pupils will also receive semester grades and credits. Conferences will follow Sections 1.9 and 1.17, and the annual calendar will identify formal reporting dates.

3.7 Proposed grading, promotion, and review procedures

Both instructional options report academic achievement separately from work habits, participation and attendance funding. Onsite pupils receive standards-based report cards, with letter grades also used in grades 4–8. Homeschool reporting uses teacher-evaluated assignments, demonstrations, conferences and other learning evidence, with the standards-based descriptions below and secondary course grades. Optional hybrid attendance does not change the pupil's reporting model. A lawful assessment opt-out is not a failing grade; teachers arrange appropriate ways to demonstrate course learning.

Grade span	Proposed reporting and decisions
TK	Developmental narrative describing strengths, progress across the learning foundations, supports, and next steps. Readiness information informs teaching and transition; TK does not use high-school-style letter grades.
K–8 by program	Onsite: standards-based report cards in K–8, with letter grades also in grades 4–8 under the adopted policy. Homeschool: standards-based descriptions supported by teacher-reviewed course evidence. Four levels are 4 Extends, 3 Meets, 2 Developing, 1 Beginning. Identify insufficient evidence and next steps; do not equate a test opt-out with failure. Report work habits separately.
9–12	Homeschool/hybrid secondary courses use A 90–100%, B 80–89%, C 70–79%, D 60–69%, F below 60%, with published assessment weights. A D grade may earn diploma credit; A–G generally requires a C grade or better in an approved course. An Incomplete includes a written completion plan and is not earned credit. The daily onsite classroom program ends at grade 8.
Credit and recovery	Academic grades/credits are separate from independent-study time-value and ADA judgments. Classroom presence alone does not establish mastery. The counselor or academic advisor reviews secondary credits each semester and identifies needed recovery; transcripts state course, grade and credit.
Promotion / possible retention	Teachers use multiple measures of achievement, growth, interventions, attendance/access barriers, and pupil/family input. Notify families in writing as soon as risk is identified, ordinarily by the second reporting period; provide a documented support plan and spring review. Disability or English acquisition alone is not a retention basis. The principal issues a written decision and reasons, with required IEP/504-team coordination and applicable district/state rules.

The board will adopt the reporting policy before opening and secondary grading before grade 9 recruitment, consistent with district policy, lawful bargaining provisions and individual pupil rights. Published syllabi explain assessment methods, weighting, late-work/revision opportunities and completion deadlines. An enrolled pupil's grading basis will not change retroactively.

A pupil or parent may first seek correction or explanation from the teacher. A written request for principal review of grading or promotion may be filed within 10 school days after receiving the decision; the principal responds within 10 school days. A further written request to the superintendent within 10 school days receives a response within 10 school days, with any board review available under the adopted policy. For grades, the review respects the teacher's determination under EC §49066 and its error, fraud, bad-faith, or

incompetency exceptions. These proposed local timelines do not restrict statutory complaint, special education, or other appeal rights.

Element 4: Governance and Parent Involvement

Education Code §47605(c)(5)(D)

Describe the governance structure and the process for ensuring parental involvement.

Mountain Grove Elementary School District board will consider this petition and, upon approval, will serve as the School's governing body and authorizer. The Board retains authority over charter actions, policies, budgets, curriculum, staffing, contracts, and closure.

The Superintendent supervises the Executive Director/Principal and oversees District administrative services, including human resources and fiscal operations, delegating tasks to qualified individuals as needed. Written assignments will distinguish authorizer oversight from daily school management.

The Board will comply with applicable open-meeting, public-records, conflict-of-interest, and charter transparency requirements.

4.1 Parent involvement and required advisory committees

The School will regularly consult with parents, guardians, and teachers about its educational programs. Meetings, surveys, and written feedback will provide opportunities for family participation.

In developing the LCAP and annual update, the School will consult with teachers, principals, administrators, other school personnel, parents, and pupils.

The School will establish any advisory committees required by its funding programs and school planning arrangements, including those applicable if the LCAP serves as the School Plan for Student Achievement. Required committees will follow applicable membership, selection, duties, and public-meeting requirements.

The School will notify parents and guardians of applicant and enrolled pupils that parent involvement is not a condition of admission or continued enrollment.

4.2 District policy alignment and responsibilities

The School will operate under applicable District Board policies, administrative regulations, collective bargaining agreements, and lawfully adopted charter-specific policies. The

District will ensure that these policies are consistent with applicable charter school and independent study requirements.

The District Board governs the School. The Superintendent supervises the Executive Director/Principal and oversees District administrative services, including human resources and business functions, delegating tasks to qualified individuals as needed.

Responsible party	Primary responsibility
District governing board	Charter authorization and revisions, policy, budget, staffing allocations, contracts, public accountability, and closure.
Superintendent or authorized designee	Supervision of school leadership and documented authorizer review, financial controls and reporting, attendance validation, employment, facilities, safety, technology, and assigned pupil services.
Executive Director/Principal	Instructional leadership, pupil access and supports, staff supervision, family communication, and school compliance.
Chief business official and district departments	Financial controls and reporting, attendance validation, employment, facilities, safety, technology, and assigned pupil services.
Classroom teacher/ Independent-study Teacher of Record	Provide, supervise, and assess instruction in the assigned program; coordinate learning plans and supports. Classroom teachers maintain class attendance; IS teachers maintain agreements, interaction, work evidence and attendance evaluations.

4.3 Board procedures, records, and accountability

The District will publish meeting notices, agendas, participation information, and public materials in accordance with applicable law. Regular-meeting agendas will be posted at least 72 hours in advance and special-meeting notices at least 24 hours in advance, subject to lawful exceptions. Board meetings, voting, remote participation, records access, conflict disclosures, and recusals will follow applicable legal requirements. Advisory committees will not replace the Board's governing authority.

The Superintendent will designate an authorizer contact and assign oversight responsibilities. When District staff perform both operational and oversight duties, written assignments will distinguish those roles and identify how findings and unresolved concerns are reported to the Board.

Families may submit concerns to the School or District office without first completing an informal conference. Applicable complaint procedures are described in Element 13.

4.4 Conversion during district reorganization

This petition converts Whitmore Elementary School to a District-operated charter school within Mountain Grove Elementary School District. Montgomery Creek School will remain a noncharter school. District reorganization and the proposed July 1, 2027 charter opening are separate actions with distinct approvals and effective dates.

The Superintendent will coordinate the transition of pupils, employees, records, property, funding, and services. Existing IEPs, Section 504 plans, English learner classifications, and required services will remain in effect unless changed through applicable procedures. The District will verify the Whitmore permanent-status teacher roster for conversion signatures and coordinate employee rights and representation as described in Element 12. Whitmore's former attendance boundaries will remain the basis for the conversion admission preference.

The District will identify the policies, contracts, SELPA arrangements, and service responsibilities that will continue or require revision, and complete necessary actions to maintain continuity. Financial planning will distinguish district reorganization costs from charter conversion costs and address the effects on both District schools.

Element 5: Employee Qualifications

Education Code §47605(c)(5)(E)
Specify the qualifications required of individuals employed by the charter school.

School employees will be hired, supervised, and evaluated under District procedures and applicable collective bargaining agreements. The Superintendent or qualified designee will verify required qualifications, credentials, assignment authorizations, and clearances before assignment and monitor continued compliance.

Teachers will hold valid California credentials and authorizations appropriate to their actual assignments, including multi-grade classrooms, independent study, secondary subjects, special education, English language development, and career technical education, as applicable. Independent study staffing will meet applicable supervision and staffing-ratio requirements.

The Executive Director/Principal will meet District-adopted qualifications and applicable credential requirements. Counselors and related-service providers will hold the credentials or licenses required for their duties. Classified employees will meet adopted job qualifications, and paraprofessionals will work under appropriate certificated supervision.

The Superintendent will evaluate the Executive Director/Principal, who will supervise and evaluate school staff in accordance with District procedures. Staff will receive training appropriate to their assignments, including instruction, family partnerships, pupil supports, safety, and independent study compliance.

5.1 Position qualifications and assignment review

Role	Required qualification and verification
Executive Director/Principal	District-adopted administrator qualifications and any credential required for assigned duties; demonstrated instructional leadership, independent study supervision, pupil-service coordination, and fiscal/compliance oversight.
Classroom / independent-study general education teacher	Valid CTC credential and authorizations for actual grades, subjects, setting and EL instruction. HR verifies the TK–8 multi-grade assignment and separately documents qualified independent-study duties/FTE and caseloads. Vendors do not replace school-employed supervising teachers.

Role	Required qualification and verification
TK teacher	Appropriate CTC assignment authorization and the applicable EC §48000 qualification route; HR records qualifying early-childhood units, equivalent district-approved experience, or another permitted credential/permit route as applicable. Long-term independent-study pupils are excluded from the classroom TK ratio calculation as provided by law; the independent-study ADA/FTE rule still applies. Actual classroom arrangements require their own lawful staffing review.
Secondary, ELD, special education and CTE teachers	Subject/service-specific credential and authorizations for the assigned instruction, population, and course. Course access matrices identify the teacher of record and any additional subject-qualified teacher; special education caseloads and ELD authorizations are verified.
Academic advising and counseling	Academic advisors meet the training and supervised-duty requirements in section 1.42. School counselors and other specialized service providers hold the credential or license required for the actual assignment. HR verifies authorizations; designation as an advisor does not confer counseling authority.
Classified staff, aides, volunteers and contractors	Approved job qualifications and applicable clearances; role-specific training and certificated supervision as required. Staff do not independently deliver services beyond their qualifications.

Before filing, HR and the chief business official will supply the staffing/FTE by grade and instructional option, pay/benefits, caseload and workload plan and recruitment timetable. Before assignment, HR checks the credential, expiration, authorizations, clearance, references, and required employment-history review; it monitors expirations and assignment changes throughout the year and verifies the roster annually. The principal evaluates staff under district procedures and uses instructional observations, service-delivery evidence and progress reviews to plan coaching; required services are reassigned promptly when a vacancy occurs.

5.2 Professional learning and coaching calendar

The School will provide professional learning and coaching based on staff assignments, pupil needs, and program priorities. Topics will include effective instruction, assessment, intervention, services for pupils with disabilities and English learners, family partnerships, and independent study implementation.

The Superintendent and Executive Director/Principal will coordinate required training, monitor completion, and provide additional support when instructional or compliance needs are identified.

Element 6: Health and Safety

Education Code §47605(c)(5)(F)
Describe procedures to protect pupil and staff health and safety, including employee criminal record summaries under EC §44237 and development, annual review, and updating of the school safety plan under EC §47606.3.

The School will implement procedures to protect pupil and staff health and safety, including required employee criminal background checks and maintenance of a comprehensive school safety plan.

Before opening, the District will review and update Whitmore Elementary School's existing safety plan for the charter program and current legal requirements. The plan will address onsite instruction, school-sponsored activities, and emergency communication and instructional continuity for home-based pupils. It will be reviewed and updated annually by March 1, as required by law.

The Executive Director/Principal will coordinate implementation with District staff and ensure that staff receive required safety information and training.

6.1 Safety plan development, review, and emergency readiness

Before charter operation begins, the District will update Whitmore's existing comprehensive school safety plan to reflect Mountain Grove's responsibilities, the charter program, current emergency contacts, and applicable legal requirements. The School will review and update the plan annually by March 1, following required consultation and public procedures. Public portions will be available for inspection; legally confidential information will be protected.

The plan will address site-specific and rural conditions, including wildfire and smoke, severe weather, power and communication outages, evacuation, lockdown, sheltering, earthquakes, medical emergencies, family reunification, and instructional continuity. It will identify responsible staff and backups, procedures for accounting for persons onsite, accessible emergency responses, family notifications, and coordination with emergency responders.

Staff and pupils will participate in required training and drills using age-appropriate methods consistent with applicable law. Home-based families will receive information about closures, emergency communications, and continuity of instruction and required services.

The Executive Director/Principal will coordinate implementation and maintain required review, approval, training, and drill records. Updates will address applicable child-protection, threat-reporting, medical-response, and immigration-enforcement notification requirements and reconcile outdated provisions in the existing plan.

The Superintendent or qualified designee will verify required fingerprinting, criminal record summaries, tuberculosis screening or clearance, and other employment requirements before assignment. Volunteers and contractors will meet screening and clearance requirements applicable to their duties and pupil contact.

The School will provide required annual mandated-reporter and child-abuse-prevention training and maintain completion records. Mandated reporters will report known or reasonably suspected child abuse or neglect directly to the appropriate agency within statutory timelines. Reporting to a supervisor does not replace this responsibility.

The District will implement required hiring and misconduct-review procedures and maintain publicly posted safe-environment and abuse-prevention policies and resources. Policies will address professional boundaries, supervision, electronic and social-media communications, and reporting concerns. These safeguards will apply to onsite and remote instruction and school-sponsored activities, including the work of volunteers and contractors. The School will prohibit retaliation for reporting concerns.

6.2 Health services, supervision, and safe participation

Designated personnel will review required health records, immunization compliance and applicable exemptions, emergency contacts, and individual health needs. Immunization requirements will be applied according to the pupil's instructional setting and applicable law. Medication administration will follow required authorizations, storage, training, and documentation procedures. Individual health and emergency plans will guide care when needed. The School will provide required screenings, follow communicable-disease procedures, and protect confidential health information.

The Executive Director/Principal will establish supervision, visitor, sign-in, pupil-release, and emergency-accountability procedures. The District will maintain safe and accessible facilities and correct identified hazards. Science, laboratory, and CTE activities will require appropriate equipment, safety instruction, qualified supervision, and accommodations.

Field trips and school-funded enrichment services will follow District approval, screening, insurance, and supervision requirements, as applicable. District-arranged transportation will meet applicable vehicle, driver, accessibility, and safety requirements.

Technology procedures will address acceptable use, cybersecurity, pupil privacy, accessibility, and reporting online safety concerns. School and District staff will review safety incidents, take corrective action, and make required reports.

6.3 Safety policy implementation and review

The School will implement the following policies and procedures through its comprehensive school safety plan and applicable District policies. The Executive Director/Principal will coordinate implementation with responsible District personnel and maintain required records.

Area	Implementation
Emergency response and drills	Maintain site-specific response, evacuation, accountability, and reunification procedures, including accommodations for pupils with disabilities. Conduct required fire and earthquake drills. Any armed-assailant drills will follow applicable restrictions, notice requirements, parent exemption rights, and age-appropriate safeguards.
Medical emergencies	Maintain procedures for emergency assistance, sudden cardiac arrest, CPR/AED response as applicable, individual medical needs, and opioid-overdose response for the grades served. Provide required medication access and staff training.
Instructional continuity	Following a qualifying emergency disruption, establish two-way communication with pupils and families as soon as practicable and no later than five calendar days, and provide access to in-person or lawful remote instruction as soon as practicable and no later than 10 instructional days. Address technology, accessibility, pupil supports, required services, and attendance documentation.
Child protection and supervision	Implement the screening, mandated-reporting, professional-boundary, communication, and abuse-prevention safeguards described in Section 6.2.
Reports of dangerous activity and threats	Maintain accessible reporting procedures, assess threats promptly, coordinate protective action and support, and contact emergency responders when needed. Preserve required external reporting and pupil rights.
Suicide prevention, bullying and discrimination	Maintain prevention, intervention, referral, complaint, and follow-up procedures appropriate to the grades served. Complete required policy reviews and make required staff training available.

Area	Implementation
Smartphone use	Implement a District-adopted policy limiting or prohibiting smartphone use, with legally required exceptions and protections for emergencies, staff authorization, medical needs, and individualized plans. Develop and review the policy with required educational-partner participation and update it at least every five years.
Health, facilities, and activities	Maintain immunization and exemption procedures, required vision/hearing and other health screenings, medication authorizations, safe release/visitor controls, accessible facilities, trip/athletic safety procedures as applicable, and documented hazard correction. Review actual rooms and activities before use.

6.4 Meals for classroom and independent-study pupils

The District will make a free, nutritionally adequate breakfast and lunch available to classroom pupils who request meals each school day, with adequate time to eat. Independent study pupils will have access to required meals on school days when they are scheduled for onsite educational activities lasting two or more hours.

Families will receive meal-service times, locations, access information, and contacts for allergy and disability accommodations. Meal access will not depend on household income, payment, donations, or enrollment in the full-time classroom program.

Before opening, the Superintendent or qualified designee will arrange food service and ensure adequate funding, food safety, supervision, and accessibility. The Executive Director/Principal will coordinate meal schedules and participation counts for classroom and qualifying independent study activities.

Element 7: Enrollment Balance and Access

Education Code §47605(c)(5)(G)
Describe how enrollment will reflect the district population with respect to race and ethnicity, pupils with disabilities, and English learners, including reclassified fluent English proficient pupils.

The School will seek enrollment reflective of the District's general population with respect to race and ethnicity, pupils with disabilities, and English learners, including reclassified fluent English proficient pupils.

Outreach will use District communications, community and tribal partnerships, early childhood programs, and family networks to explain both instructional pathways and

available pupil services. Accessible information, language assistance, and application support will help families understand their options and reduce enrollment barriers.

School leadership will annually compare enrollment with verified District demographic data and review enrollment, retention, and withdrawal patterns for disparities. Findings will be shared with the District Board and used to improve outreach, access, and services. Protected characteristics will not be used as admission criteria or enrollment quotas.

Element 8: Admission Policies and Procedures

Education Code §47605(c)(5)(H)
Describe admission policies and procedures consistent with EC §47605(e), including nondiscrimination, conversion attendance-area preference, lawful enrollment preferences, and public random drawing requirements.

The School will admit eligible pupils in its authorized and offered grades, subject to published capacity and applicable law. Each year, before open enrollment begins, the District Board will approve enrollment capacity based on staffing, facilities, and instructional requirements. The published enrollment information will identify the grades offered, total School and instructional-pathway capacities, available seats after continuing enrollment, and any necessary grade-band limits and their basis. Initial conversion-year availability will reflect the approved transition policy described below. The School will not routinely establish separate quotas for each TK–8 grade.

The School will publish this information with the application period, approved admission preferences, and public random drawing procedures on its website and make it available through the School and District offices before the application period begins. Language assistance and accessible formats will be available.

Capacity limits will be established before applications are reviewed and applied consistently. Admission will not be based on disability, academic achievement, English proficiency, assessment participation, or service needs. Families may identify more than one acceptable instructional pathway but may receive only one enrollment place. Participation in independent study is voluntary.

Applications will request only basic applicant and contact information, the grade and instructional pathway requested, and information needed to establish lawful admission preferences. The School will not request or require pupil records, including grades, test results, or IEPs, before enrollment. Interviews, recommendations, and proof of a family's ability to provide instruction will not be conditions of admission. Necessary educational and service records will be obtained after enrollment, consistent with protections for homeless and foster pupils.

Admission and continued enrollment will not require payment, volunteer service, fundraising, minimum grades, test performance, or waiver of rights. The School will provide required services to enrolled pupils and comply with applicable independent study

residency and eligibility requirements. Residence outside the District does not, by itself, require an interdistrict transfer permit for charter admission.

The School will not discriminate on any basis protected by law or discourage a pupil from enrolling or continuing enrollment because of academic performance, disability, English learner status, economic circumstances, or any other protected characteristic.

Once the School is operating as a charter, continuing pupils will retain enrollment in an offered grade without a new lottery.

For the initial conversion year, the District proposes to preserve places for currently enrolled Whitmore pupils, including homeschool pupils residing outside the former attendance area or District boundaries, who voluntarily choose to continue and meet lawful program eligibility requirements. The initial conversion transition policy will be reviewed for consistency with statutory admission preferences and approved by the authorizer as part of the charter approval process. Families will receive the approved procedures before initial enrollment offers are made.

For available seats, the School will apply the following preference order, consistent with Education Code §47605(e):

1. Pupils residing within Whitmore Elementary School's former attendance area.
2. Other pupils residing within Mountain Grove Elementary School District boundaries.
3. All remaining eligible applicants.

Within each geographic tier, siblings of pupils admitted to or attending the School will receive priority, subject to authorizer approval at a public hearing. The former attendance area will be determined by the lawful preconversion boundary map. Preferences will be applied consistently and will not unlawfully limit access for protected pupil groups.

If timely eligible applications do not exceed published capacity, all applicants will receive offers. If applications exceed capacity, admission and waitlist order will be determined by a public random drawing within the published admission pools, using the approved preferences.

The School will:

1. Publish the application period, capacity and admission pools, preferences, drawing information, offer-response deadlines, and waitlist rules. Language assistance and reasonable accommodations will be available.
2. Assign confidential applicant identifiers and use an impartial random method, verified by a neutral observer. Within each pool, applicants will be drawn by

geographic tier, with eligible siblings drawn before nonsiblings. Attendance at the drawing will not be required.

3. Offer seats and establish waitlists in the recorded order. Families may voluntarily accept another available instructional pathway. Additional seats will be offered according to the established order.
4. Notify families of results and deadlines, with reasonable follow-up for communication barriers. Declined offers or offers not accepted by the published deadline will pass to the next applicant.
5. Place late applicants after timely waitlisted applicants under published, consistently applied rules, using a random drawing when necessary to order applications received together. Later sibling status will not reorder an existing waitlist. Waitlists will expire annually.
6. Retain records documenting the drawing, offers, and waitlists for authorizer review.

Procedural complaints may be submitted to the Superintendent or designee. Enrollment-rights complaints may be submitted directly to the charter authorizer using the required complaint form. The School will post the required enrollment-rights notice on its website and provide it at enrollment inquiries, before the lottery, and before disenrollment. Any school-initiated removal will follow Element 9.

Any subsequent capacity adjustment will be documented, explained, and published through the same channels. Affected applicants will receive notice of changes relevant to their applications. Additional seats will be offered using the established drawing and waitlist order and approved preferences. Capacity changes will not be used to select individual applicants or bypass admission procedures. Changes requiring a material revision will receive authorizer approval before implementation.

Element 9: Suspension, Expulsion, and Involuntary Removal

Education Code §47605(c)(5)(I)
Describe suspension, expulsion, and other involuntary-removal procedures with constitutionally adequate notice and opportunity to respond, a neutral hearing for longer suspensions and disciplinary expulsions, required advance removal notice, continued enrollment pending a timely requested removal hearing, and protections for educational rights holders.

The School will provide constitutionally adequate notice, an opportunity to respond, and applicable hearing and appeal rights before suspension, expulsion, or other involuntary removal. The procedures below include protections for pupils with disabilities and required notices to parents, guardians, and educational rights holders.

9.1 Behavior support and grounds

The School will follow the District's discipline framework, incorporating the grounds, definitions, exceptions, grade restrictions, and procedural protections of Education Code §§48900–48927, together with the charter-specific safeguards described in this element. Discipline policies will be available to families in accessible languages and formats.

Staff will establish clear expectations and use instruction, restorative practices, counseling, and other developmentally appropriate supports. Suspension will be used only when other means of correction have failed, except where applicable law permits otherwise.

Suspension and expulsion will require authorized grounds, a connection to school attendance or activities, and supporting evidence. Academic difficulty, disability or English learner status, inability to pay, or a parent's conduct will not themselves constitute disciplinary grounds. Pupils will not be suspended or expelled solely for truancy, tardiness, or absence. Corporal punishment is prohibited.

The Executive Director/Principal or authorized designee will investigate incidents, explain the allegations and supporting evidence, and give the pupil an opportunity to respond before suspension, except in a legally permitted emergency. Required pupil conferences and notices will follow any emergency suspension.

A single suspension will not exceed five consecutive school days unless a lawful extension applies. The School will observe applicable annual suspension limits and disability protections. Suspensions of 10 days or more and disciplinary expulsions will include timely written notice and a hearing before a neutral decision-maker, as described below.

9.2 Lawful grounds and proportionate responses

The School will apply the following disciplinary grounds, subject to the definitions, exceptions, grade restrictions, and procedural protections of the referenced statutes. Staff must identify the specific ground, supporting facts, and required connection to school attendance or activities. General descriptions such as "disrespectful" or "not a good fit" will not establish disciplinary grounds.

The School will not impose out-of-school suspension or expulsion for disruption or willful defiance in TK–12. Voluntarily disclosing substance or tobacco use to obtain help will not, by itself, result in suspension.

Grounds under proposed district policy	Limits / response
Physical harm, attempted or threatened injury; force or violence (EC§48900(a)); aiding/abetting physical injury (EC§48900(t))	Apply self-defense and other statutory limits. Aiding/abetting under subdivision (t) ordinarily permits suspension only, except as the statute provides.
Weapons or dangerous objects; imitation firearms (EC§48900(b), (m))	Apply definitions and lawful permission exceptions. Distinguish these grounds from the mandatory-expulsion categories below.
Controlled substances, alcohol/intoxicants; purported sales and substitutes; drug paraphernalia; Soma (EC §48900(c), (d), (j), (p))	Establish the specific prohibited possession, use, sale, furnishing, offer, or other act; apply medication and other statutory exceptions and the voluntary help-seeking protection.
Robbery/extortion; property damage; theft; knowing receipt of stolen property (EC§48900(e)–(g), (l))	Apply the specified completed or attempted acts and knowledge requirements. Consider proportionate alternatives and required findings.
Tobacco/nicotine products; obscene acts or habitual profanity/vulgarity (EC§48900(h), (i))	Apply statutory definitions and exceptions. These categories do not create automatic expulsion or a general defiance ground.
Sexual assault/attempt or sexual battery; intimidation of a witness; hazing; bullying including qualifying electronic acts (EC§48900(n), (o), (q), (r))	Apply the definitions, required impact/intent and nexus, protective procedures, and safeguards for affected pupils. Online conduct is evaluated under the actual statutory criteria.
Sexual harassment; hate violence; intentional harassment, threats or intimidation (EC§§48900.2–48900.4); terroristic threats (EC§48900.7)	Apply the grade 4–12 restrictions for EC§§48900.2–48900.4 and each statute's definitions. Do not extend those grounds to younger grades by relabeling the offense.

Grounds under proposed district policy	Limits / response
Required recommendation with statutory exceptions (EC§48915(a))	For the enumerated serious acts, the administrator applies the recommendation rule and documents any statutory finding that expulsion is inappropriate under the circumstances or an alternative is appropriate. The board applies the separate findings required for expulsion.
Mandatory recommendation / expulsion categories (EC§48915(c))	Qualifying firearm possession/sale/furnishing; brandishing a knife at another person; unlawful sale of a controlled substance; specified sexual assault/attempt or sexual battery; possession of an explosive. Apply the statute's exact elements and exceptions, verified facts, required hearing, and disability law. A referral is not itself a final expulsion.

Other means of correction will be used and documented before suspension when required, subject to lawful exceptions. Serious incidents will be referred to the Superintendent and District Board as required. Expulsion decisions will follow applicable findings, hearing procedures, and disability protections.

Searches, emergency interventions, law enforcement referrals, and restraint or seclusion will comply with applicable law and District policy, including required reporting and notices.

9.3 Short suspensions

For a suspension of fewer than ten days, the pupil will receive oral or written notice of the allegations. If the pupil denies them, staff will explain the supporting evidence and provide an opportunity to present the pupil's account before the decision. In a legally permitted emergency, suspension may precede the pupil conference. Staff will provide required notices and hold the conference within two school days unless the pupil waives that right or is physically unable to attend. If physically unable to attend, the conference will occur as soon as the pupil is able.

The parent or rights holder will receive prompt written notice stating the grounds, duration, return date, educational arrangements, and opportunity for review. A request for review may be submitted to the superintendent within five school days; a written response will ordinarily issue within five school days. Review does not excuse the school from immediately providing required disability-related safeguards and educational services.

9.4 Long suspensions and expulsions

For suspensions of 10 days or more and all disciplinary expulsions, the School will provide timely written notice of the charges, supporting facts, proposed action, and the pupil's basic rights. The pupil will have reasonable access to the evidence, interpretation and accommodations as needed, and an opportunity to prepare a response.

For a proposed expulsion, written hearing notice will be provided at least 10 calendar days before the hearing. The hearing will occur within 30 school days after the Executive Director/Principal or Superintendent determines that the pupil committed the alleged act, subject to legally permitted postponements and extensions. Suspensions of 10 days or more will receive a neutral hearing within a reasonable time.

A neutral hearing officer or panel without involvement in the incident or investigation will conduct the hearing. The pupil may bring legal counsel or an advocate; present testimony, evidence, and witnesses; and confront and cross-examine adverse witnesses, subject to lawful protective measures. The School will establish the grounds through supporting evidence and maintain a hearing record.

The hearing officer or panel will issue written findings and a recommendation to the District Board. The pupil will receive the recommendation and an opportunity to submit objections before Board action. Board members who cannot act impartially will not participate in the decision.

The Board will issue a written decision within applicable statutory timelines. The decision will identify the findings, grounds, action imposed, and available review or appeal procedures, including the appropriate forum and deadlines. Any local review will not waive statutory rights or extend an external filing deadline. Expulsion will require the findings specified in applicable law and the adopted policy; a recommendation alone will not establish grounds for expulsion.

For an expelled pupil, the Board will establish a rehabilitation plan with achievable steps, available supports, and a definite readmission review date. The Executive Director/Principal will review progress and recommend readmission or identify lawful reasons for denial. The Board will provide a written readmission decision. District staff will promptly coordinate the pupil's continued education and required services consistent with applicable law.

Disability protections and required notices to parents, guardians, educational rights holders, and other legally entitled representatives will apply throughout the process.

9.5 Independent-study review and other involuntary removals

Involuntary removal means a school-initiated disenrollment, dismissal, or transfer that ends enrollment in Whitmore Charter School. Disciplinary grounds are addressed in sections 9.1–9.4. For nondisciplinary action, the School will use only the grounds and process below; a general allegation of "not a good fit" or "not following the agreement" is insufficient.

Persistent failure to complete the assigned course of study or participate in required teacher contacts may lead to discontinuing independent study when appropriate instruction, outreach, access support and a reasonable opportunity to improve have been provided, and a written EC §51747 evaluation finds that the arrangement is no longer in the pupil's best interests. The progress-review thresholds and statutory reengagement triggers described in Sections 1.17 and 1.22 require evaluation and support; they do not automatically terminate independent study or charter enrollment.Failure to execute an essential agreement also requires outreach and the same placement and removal safeguards.

The principal first considers continued independent study with revised support and, for TK–8 pupils, an appropriate place in the School's classroom program. A program change that preserves charter enrollment requires written reasons, family consultation and applicable IEP/504 procedures. If an appropriate in-school option is unavailable and ending charter enrollment is proposed, the School follows the notice and hearing process below and coordinates the lawful receiving-school placement, records, services and transition. A family-requested return to in-person instruction follows the five-instructional-day procedure in section 1.17.

Charter enrollment is not an interdistrict attendance permit. A pupil who lives outside Mountain Grove may not be returned to a district of residence merely by revoking or declining to renew a former interdistrict transfer. When a lawful final charter-removal decision requires another placement, staff coordinate with the responsible district rather than treating the prior permit as removal authority. Montgomery Creek is the designated noncharter TK–8 option for eligible former-Whitmore-boundary residents; nonresident and secondary placements follow their applicable enrollment and service rights.

A separate nondisciplinary removal may be considered only when verified facts establish loss of a legally necessary enrollment eligibility condition after applicable exceptions and school-stability rights have been reviewed. The notice must identify the specific legal condition and evidence and allow the family to correct inaccurate information. Loss of independent-study funding eligibility does not automatically establish ineligibility for the classroom program. Inactivity, an unanswered message or an unreturned form will not be recorded as a voluntary withdrawal.

The written evaluation and any proposed decision must address the evidence, supports actually delivered, attendance/access barriers, family and pupil input, disability/language needs, alternatives considered, and reasons for the proposed placement. Low achievement, disability, English-learner status, family poverty, a lawful assessment opt-out, failure to volunteer or donate, or a parent's disagreement or conduct is not an independent ground for removal. Statutory participation requirements and services cannot be reduced to make removal easier.

For any proposed involuntary removal from the School, provide written notice of intent at least five school days before its proposed effective date. The notice identifies the specific ground, supporting facts and records, proposed date, transition arrangements, and how to request a neutral hearing before that date. A copy of the evaluation and relevant records will be available in an accessible form so the family can respond.

Notice will be in the native language of the pupil or parent or guardian, or the educational rights holder for a homeless or foster pupil. For foster youth, notice will also go to the attorney and county social worker. For an Indian child as defined in Welfare and Institutions Code §224.1, notice will also go to the tribal social worker and county social worker when applicable. Staff will confirm lawful contact information and document delivery.

The notice will explain that the parent, guardian, educational rights holder, foster pupil's attorney or county social worker, or Indian child's tribal or applicable county social worker may initiate the hearing process. If that process is initiated before the effective date, the pupil will remain enrolled and will not be removed until a final school decision is issued. The hearing will offer the same neutral adjudication, representation, evidence, witness, and confrontation protections described for long suspensions and expulsions.

The neutral decision-maker applies the protections in section 9.4 and issues written findings and reasons. Enrollment and required services continue pending the final decision when a hearing is timely requested; this does not authorize unsupported ADA claims. The final notice identifies the decision, effective date, receiving placement and review rights. Voluntary withdrawal must be documented without coercion. Independent study agreements and District procedures will be consistent with these safeguards. Generic dismissal language or cancellation of an interdistrict transfer permit will not substitute for the required removal process.

9.6 Disability protections and educational rights holders

Before a disciplinary change of placement, the district applies IDEA and Section 504 protections. The case manager tracks both consecutive removals and cumulative days, including patterns of substantially similar conduct; removals beyond 10 consecutive school

days or a qualifying series of removals receive the required placement-change review. A manifestation determination occurs within 10 school days of a decision to change placement, with the parent and relevant team members; services continue as required. The district follows the rules for behavior assessment/plans, return to placement, and any lawful interim alternative setting. Pupils for whom the district is deemed to have knowledge of a suspected disability receive applicable protections. Rights holders, foster/tribal representatives and agencies receive legally required notices.

A foster pupil's educational rights holder, attorney, and county social worker, and an Indian child's tribal and applicable county social worker, will receive the same rights to suspension, expulsion, manifestation determination, involuntary transfer, and related notices and information as a parent or guardian, consistent with EC §47605(c)(5)(I)(iv). The school will coordinate placement and records so that disciplinary action does not interrupt required education. Staff will preserve confidential records and report discipline and withdrawals accurately.

The registrar documents the exit, promptly requests/coordinates the receiving placement, and provides records as lawfully required. For a pupil subject to compulsory education who leaves without graduating or completing the year, the registrar will notify the superintendent of the district of the pupil's last known address within 30 days and provide cumulative records on request, consistent with the assurances. This notification does not replace an immediate service or placement obligation.

Element 10: Retirement Coverage

Education Code §47605(c)(5)(J)
Describe how employees will be covered by CalSTRS, CalPERS, or federal Social Security.

School personnel remain district employees. Eligible certificated employees participate in CalSTRS and eligible classified employees in CalPERS; Social Security or an authorized alternative applies where required by eligibility and existing arrangements. District payroll verifies coverage, enrolls employees, withholds and remits contributions, and maintains retirement records. Employees receive information on eligibility, benefits, service credit, and applicable bargaining provisions.

Element 11: Public School Attendance Alternatives

Education Code §47605(c)(5)(K)
Identify public school attendance alternatives for district residents who choose not to attend the charter school. Section 47605(g) also prohibits requiring a pupil to attend a charter school.

Pupils residing within Mountain Grove Elementary School District who choose not to attend Whitmore Charter School may attend a District noncharter school consistent with applicable enrollment and attendance policies. Montgomery Creek School is the designated noncharter TK–8 alternative for pupils residing within the former Whitmore Elementary attendance boundaries. The District will coordinate placement, records transfer, required services, and transportation as described below.

The School's TK–8 classroom program provides an in-person option within the charter; it does not replace the noncharter alternative for families declining charter enrollment. No pupil will be required to attend the charter or participate in independent study.

11.1 Placement and family transition process

The principal and district enrollment designee will contact each current family to explain the homeschool, onsite TK–8 and noncharter choices and record the family's voluntary decision. For eligible Whitmore-area pupils choosing Montgomery Creek, staff confirm the grade placement, services, start date and transportation or voluntary mileage-reimbursement arrangement in writing. The transition plan preserves existing instructional choices within the approved admission policy and funded capacity; families may request a conference to resolve questions before making their choice.

For currently enrolled pupils living outside Mountain Grove who decline charter enrollment, staff will coordinate with the district of residence and explain whether a noncharter Mountain Grove placement is available through applicable transfer arrangements. An existing transfer to Whitmore does not automatically establish a permanent right to a different noncharter school. Secondary alternatives will be identified through each pupil's lawful high school district of residence and applicable transfer options. Charter enrollment itself does not create a right to admission to any particular noncharter school or program unless the responsible LEA extends that right.

During operation, a request to return from independent study to classroom instruction triggers the five-instructional-day transition process in Element 1. Staff arrange the School's TK–8 classroom when appropriate and available or a suitable noncharter placement. For pupils residing within the former Whitmore attendance boundaries who return to

Montgomery Creek, the district will provide transportation or voluntary parent mileage reimbursement under section 11.2. Moving between the School's instructional pathways preserves charter enrollment. A voluntary transfer to Montgomery Creek will be coordinated with the family so that enrollment, records, and required services transition without interruption. Any school-initiated termination of charter enrollment will follow Element 9.

Before placement begins, designated staff will confirm the receiving school, grade placement, start date, transportation arrangements when applicable, and contact for assistance, and coordinate records and required services. Montgomery Creek is a TK–8 alternative; high school placements follow the district-of-residence and transfer arrangements described above.

11.2 Transportation to the noncharter alternative

Whitmore does not currently operate buses. The District will provide district-arranged transportation for eligible pupils residing within Whitmore Elementary School's former attendance area who choose Montgomery Creek as the noncharter alternative or return there from independent study. Families may voluntarily accept parent mileage reimbursement instead, under a written District-approved agreement. Families unable to provide transportation will retain access to a district-arranged option.

The District will fund and coordinate transportation before the pupil begins attending the receiving school, consistent with applicable return-to-classroom timelines. Transportation will comply with District safety procedures and applicable law, including transportation required under an IEP or Section 504 plan and applicable homeless and foster-youth school-stability protections.

Service eligibility, transportation arrangements, and reimbursement procedures will be maintained in District policies and agreements.

Element 12: Employee Rights

Education Code §47605(c)(5)(L)
Describe district employee rights when leaving district employment for charter employment and any rights of return to district employment.

Whitmore Charter School employees will remain employees of Mountain Grove Elementary School District. The District will be the exclusive public employer; the School will not establish a separate employer. Assignment to the School will not require resignation from District employment.

No District employee will be required to work at the charter school. Employees requesting another District assignment will follow applicable vacancy, transfer, reassignment, and collective bargaining procedures. A particular position or placement is not guaranteed, except as provided by law or agreement.

Employee classification, credited service, seniority, accrued leave, compensation, benefits, and retirement rights will be maintained as required by applicable law, reorganization provisions, and agreements. Charter conversion will not itself restart probation or eliminate accrued employment rights.

Bargaining-unit representation will be determined through applicable labor law and recognition procedures. Any collective bargaining agreement will apply to employees within its recognized scope. The District will satisfy applicable bargaining and status-quo obligations during reorganization and conversion. Signing the charter petition will not waive employment or organizing rights.

The Superintendent or qualified designee will provide affected employees written information about their assignments, employment status, and applicable rights. Because School staff remain District employees, movement to another District school will be handled as an assignment or transfer rather than a return from separate charter employment.

Employees joining the School from another district will retain only those leave, reinstatement, or return rights provided by law or agreement with their former employer. This petition does not create additional rights of return to another district.

Element 13: Charter Dispute Resolution

Education Code §47605(c)(5)(M)
Describe procedures for the charter school and chartering authority to resolve disputes concerning charter provisions.

Disputes concerning interpretation or implementation of the charter will begin with written notice identifying the disputed provisions, relevant facts, and requested resolution. The Executive Director/Principal and the Superintendent or designated authorizer representative will meet within 10 business days of receiving the notice, unless they agree otherwise, and document any resolution.

Unresolved disputes may proceed to mutually agreed neutral mediation. If mediation is declined or does not resolve the dispute, the matter will be submitted to the District Board for consideration and a written decision. Because the Board serves as both authorizer and School governing body, the record will identify its authorizer role in resolving the dispute. Conflicts of interest will be addressed under applicable law.

This process will not delay required corrective action or limit statutory oversight, revocation, reporting, or appeal authority. Individual complaints and employment grievances will follow their applicable procedures.

13.1 Family, pupil and public complaints

The School and District offices will accept concerns and provide language assistance and disability accommodations as needed. Staff will direct complaints to the appropriate process. An informal conference will not be required before filing a formal complaint and will not extend legal deadlines.

Complaint Type	Process
General school concern	Submit to the Executive Director/Principal, or to the Superintendent if the concern involves the Principal. Unresolved concerns may proceed through the District's published review process. Concerns involving the Superintendent will be directed to the Board or its designated uninvolved reviewer.
Uniform Complaint Procedures (UCP)	Complaints within UCP scope will follow District procedures, including an investigation report within 60 calendar days unless the complainant agrees in writing to an extension. The report will include findings, conclusions, corrective actions when warranted, and applicable appeal rights. Appeals to CDE generally must be filed within 30 calendar days of the report.

Complaint Type	Process
Special Education, Section 504, and civil rights	Complaints will follow applicable procedural safeguards, investigation, mediation, hearing, and appeal procedures, including Title IX procedures where applicable.
Enrollment, discipline, and employment	Enrollment-rights complaints may be submitted directly to the authorizer. Discipline and involuntary removal follow Element 9. Employment complaints and grievances follow applicable law, District procedures, and bargaining agreements.

The School will maintain current complaint procedures and designated contacts on its website and make them available through the School and District offices. Required notices will be distributed according to applicable law. Staff will maintain confidential complaint records, use an uninvolved reviewer when appropriate, and prohibit retaliation. These complaint routes do not require use of the institutional charter-dispute process above.

Element 14: School Closure

Education Code §47605(c)(5)(N)
Describe closure procedures, including a final audit, disposition of assets and liabilities, disposition of net assets, and maintenance and transfer of pupil records.

If the School closes through voluntary action, nonrenewal, or revocation, the District Board will identify the effective closure date and designate an administrator responsible for closure, records custody, and completion of required actions. The Superintendent or designee will review closure procedures annually and update them when responsibilities or requirements change.

Notifications and pupil transitions

The District, acting as authorizer, will ensure that CDE receives required closure information within 10 calendar days of official authorizer action. The notice will identify the circumstances and effective date of closure, responsible contacts, the location of pupil and personnel records, and the anticipated final-audit submission date.

The School and District will promptly notify families, employees, the county superintendent, SELPA, retirement systems, and other agencies or parties as required. Staff will assist families with receiving-school placement, transfer records and credits, and coordinate continuity of required pupil services.

Final audit and financial obligations

The Superintendent or qualified designee will arrange an independent final audit completed within six months after closure. The audit will account for financial assets, property, liabilities, unpaid compensation, potential apportionment adjustments, and restricted funds.

The District will complete final payroll and benefits processing, reconcile accounts and attendance claims, address contracts and outstanding obligations, and submit required financial, attendance, grant, and agency reports. The Board will review the audit and require appropriate corrective action.

Records custody

The District will serve as custodian of pupil, personnel, and other School records and maintain them securely for required retention periods. Families and employees will receive

the custodian's contact information and instructions for requesting records. Pupil records, including transcripts, assessments, special education, Section 504, and English learner records, will be transferred as required, with confidentiality protections maintained.

Assets, liabilities, and remaining funds

The District will inventory School assets and liabilities and resolve obligations according to applicable law, ownership, grant conditions, and contracts. Restricted funds and donated property will be returned or otherwise disposed of according to applicable requirements.

After liabilities have been paid or otherwise addressed, remaining unrestricted public assets will remain with the District for lawful educational purposes. Assets will not be distributed to employees, pupils, or Board members.

Closure funding and completion

Closure costs, including the final audit, records maintenance, reporting, and pupil transitions, will be paid from available School funds and, as needed, legally available District funds. Restricted funds will be used only for authorized purposes.

The Superintendent or designee will verify completion of required notices, pupil transitions, records custody, financial reports, audit work, and asset disposition and report completion to the Board.

Employer Declaration and Operational Plan

Exclusive public employer declaration

Mountain Grove Elementary School District will be the exclusive public employer for purposes of the Educational Employment Relations Act. Whitmore Charter School will not be a separate employer. Employee rights and representation are addressed in Element 12.

Facilities, Administrative Services, and Civil Liability

Education Code §47605(h)

Facilities. The School will operate at the existing District-controlled Whitmore Elementary campus, 30611 Whitmore Road, Whitmore, CA 96096. The campus will accommodate onsite instruction, homeschool support, assessments, family meetings, materials distribution, and pupil services. No additional site or resource center is proposed for opening.

The District will coordinate space, capacity, scheduling, maintenance, and other facility services. Before use, facilities and activities will meet applicable safety and accessibility requirements. Future sites or resource centers will follow applicable location, notice, and approval procedures.

Administrative services. The District will provide payroll and benefits administration, human resources, credential monitoring, purchasing, accounts payable, budgeting, cash management, attendance and state reporting, records management, technology, and assigned pupil services. The Superintendent will oversee these services and may delegate tasks to qualified individuals. The Executive Director/Principal will coordinate school-level implementation. Service costs will be reflected in the School's budget.

The School will provide required devices, connectivity, accessible instructional platforms, and technical support. Appropriate alternatives will address outages and access barriers. Assistive technology will be provided as required by individual pupil plans.

Civil liability and insurance. The School will operate as a dependent, District-operated public school, not a separate corporation. School operations may create civil liability for the District, including claims involving pupils, employees, facilities, and contracted services. The District will retain responsibility as provided by law and confirm before opening that applicable insurance or risk-pool coverage includes School activities.

Annual independent financial and compliance audit

The District Board will arrange an annual independent financial and compliance audit by a qualified auditor meeting applicable selection, independence, and rotation requirements. The audit will follow applicable government auditing standards and the K–12 Audit Guide for the audited fiscal year. School finances will be separately presented within a combined District audit as required by law.

The Superintendent or qualified designee will coordinate the audit, required reporting, and corrective actions. Under current requirements:

- Audit arrangements will be completed by May 1.
- The audit report will be filed with required agencies and the authorizer, as applicable, by January 31 following the audited fiscal year and posted publicly.
- The Board will review the audit and audit exceptions within 45 days after issuance.
- Required corrective actions or plans not included in the audit will be submitted by April 15.
- The District, acting as authorizer, will complete its required audit-review certification to the county superintendent by May 15.

Responsible staff will document correction of findings, make required attendance or financial reporting adjustments, and monitor unresolved matters. Audit scope, reporting, and deadlines will follow the law applicable to the audited fiscal year.

Fiscal planning and controls

The submission will include a School-specific first-year operating budget, including startup costs, and cash-flow and financial projections for the first three years. Financial assumptions will be consistent with projected enrollment, attendance, staffing, grade expansion, and services.

The budget will address instruction, pupil supports, special education and English learner services, facilities, technology, meals, transportation commitments, administrative services, insurance, audit, oversight, and closure. Shared costs will be allocated consistently, and restricted funds will be used only for authorized purposes.

The Superintendent or qualified designee will oversee fiscal controls, including separation of purchasing and payment responsibilities, account reconciliation, contract review, asset

tracking, and Board financial reporting. Financial planning will address lower enrollment, funding delays or reductions, and changes in service costs.

The analysis of effects on the District will distinguish charter conversion costs from district reorganization costs and consider revenue, staffing, retained costs, shared services, and noncharter placements. Reserves will follow applicable requirements and District policy.

Contractor approval and oversight

By July 1, 2027, the District will adopt and implement the contractor policy required by Education Code §51827. Contract review will address lawful and nonsectarian expenditures, prohibited enrollment incentives, reasonable costs, attendance integrity, and applicable restrictions on purchases and family arrangements.

Providers will meet applicable qualification, licensing, screening, insurance, and safety requirements. Required agreements and approvals will be completed before services begin or expenditures are authorized. Unlawful pupil fees are prohibited.

Authorizer oversight and annual review

The District will designate an authorizer contact and document oversight separately from daily school management. Oversight will include required reports, fiscal condition, enrollment and attendance, financial transactions, governance, pupil access, staffing, and compliance with the charter.

The authorizer will visit the School at least annually. Beginning July 1, 2027, approved resource centers, meeting spaces, and satellite facilities actually established by the School will be visited upon opening and at least every two years thereafter. The authorizer will also complete required in-person governing-body meeting attendance and agenda and minutes review.

The authorizer will conduct the annual nonclassroom-based attendance review and, when statutory attendance-growth thresholds are met, examine independent study agreements and work samples and investigate discrepancies.

By July 1 each year, the authorizer will provide written notice of material concerns identified during the preceding 12 months. The School will have an opportunity to respond and will implement required corrective actions. Urgent concerns and suspected unlawful fiscal activity will receive prompt action and required referrals. Required renewal, revocation, and closure notices will be submitted.

Attendance, staffing, and funding

Classroom and independent study attendance will be documented separately and reconciled to School reports. Each claim will meet applicable instructional-time, supervision, pupil eligibility, and recordkeeping requirements. Optional onsite participation will not, by itself, establish classroom-based attendance. Independent study procedures are described in Section 1.17.

The School anticipates operating as nonclassroom-based for funding purposes. Classification will be determined by actual average daily attendance, not enrollment counts or program labels. The District will obtain any required State Board of Education funding determination; charter approval does not itself establish funding eligibility.

Independent study staffing will comply with applicable attendance-to-certificated-staff ratios. Records will distinguish classroom instruction, independent study supervision, and shared assignments. Independent study residency restrictions will be applied to funding claims without imposing them as a blanket classroom admission restriction.

The Superintendent or qualified designee will prepare required funding applications, verify staffing and expenditure calculations, and track approvals and renewal deadlines. The initial funding determination will be sought within the applicable first-year deadline. Financial planning will address continuity of instruction and services if funding is delayed or reduced.

Charter approval and implementation

The petition will be submitted with required signatures, financial statements, and signed completeness certification. Receipt at the District office will begin the statutory review timelines: a public hearing within 60 days and a decision within 90 days, subject to a mutually agreed extension of up to 30 days. Staff recommendations and findings will be published at least 15 days before the decision hearing.

Following approval, the District will complete required notifications, charter-number and school-code processes, funding applications, and operational preparations. Additional sites, grades, or other material changes will receive further authorizer approval when required.

Conclusion

Whitmore Charter School requests approval to preserve local educational choices and establish a supported pathway through high school. The School will combine personalized instruction, family partnerships, college and career preparation, and District-supported services and accountability.

Mountain Grove School District will be the exclusive public employer under EC §47605(c)(6) and Government Code §3540 et seq.; Whitmore Charter School will not be a separate exclusive public employer. Element 12 governs the representation and employment transition.

Appendix A: Budget and Financial Projections

Education Code §47605(h)

This appendix includes Whitmore Charter School's proposed operating budget for 2027–28, including startup costs, and cash-flow and financial projections for 2027–28 through 2029–30.

Mountain Grove Elementary School District will manage the School's finances and track Whitmore's revenue, expenses, and share of District services within its accounting records.

Appendix B Conversion Teacher Signatures

Whitmore Elementary School conversion to Whitmore Charter School

Attach the complete corresponding petition and exhibits to each signature packet. If material terms change before formal submission, obtain confirmation or renewed signatures on the final petition as advised by counsel.

MY SIGNATURE MEANS THAT I AM MEANINGFULLY INTERESTED IN TEACHING AT WHITMORE CHARTER SCHOOL.

I am a permanent-status teacher currently employed at Whitmore Elementary School, the public school proposed for conversion. I have received the attached proposed charter. My signature is voluntary and does not itself constitute a district employment contract or approval of the charter by the governing board.

Petition Version Date: October 21, 2026

Teacher printed name	Signature	Date
Connor Jackson	Connor Jackson Connor Jackson (Oct 22, 2026 14:21:24 PDT)	10/22/2026
Madalyn Balakhani	Madalyn Balakhani Madalyn Balakhani (Oct 22, 2026 16:16:31 PDT)	10/22/2026

District verification of conversion signatures

The Superintendent or qualified designee will verify the number of permanent-status teachers currently employed at Whitmore Elementary School and the eligibility of the collected signatures. The count is specific to the school proposed for conversion, not the District's entire teaching staff.

The petition requires signatures from at least 50% of eligible permanent-status teachers, rounded up to a whole number. The District will retain the supporting roster and verification records without including confidential personnel information in the public packet.

Eligible permanent-status teachers: 2 **Minimum required signatures:** 1 **Verified eligible signatures collected:** 2	**Verified by:** Tony Moebes **Title:** Superintendent **Signature:** Tony Moebes Tony Moebes (Oct 22, 2026 14:24:10 PDT) **Date:** 10/22/2026

Petitioner Certification and Execution

Certification of completeness

I certify that the information in this petition and its exhibits is true to the best of my knowledge and belief, affirm the commitments in the Affirmations and Assurances section, and deem this petition complete for formal submission under Education Code §47605(b), including the required signatures and filing materials. I request approval of Whitmore Charter School on the terms stated in this petition.

Rebecca Lewis, Executive Director/Principal • Lead Petitioner

Signature Rebecca Lewis (Oct 22, 2026 14:20:52 PDT) Date 10/22/2026