



**Multicultural Learning Center
Renewal Petition 2021-2026**

Submitted to LAUSD on September 15, 2020

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Assurances, Affirmations, and Declarations

Multicultural Learning Center (also referred to herein as “MLC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1: The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

1. General Information

General Information	
The contact person for the Charter School is:	Gayle Nadler
The contact address for the Charter School is:	Elementary Campus: 7510 DeSoto Avenue, Canoga Park, CA 91303 Middle School Campus: 8211 Remmet Avenue, Canoga Park CA 91304
The contact phone for Charter School is:	Elementary Campus: 818-716-5783 Middle Campus: 818-483-8863
The address or target community of Charter School is: 7510 DeSoto Avenue Canoga Park, CA 91303 and 8211 Remmet Avenue, Canoga Park CA 91304	Target community is the San Fernando Valley
The location is in LAUSD Board District:	3
The location is in LAUSD Local District	North
The grade configuration of Charter School is:	TK-8
The number of students in the first year will be	497
The grade levels of the students in the first year will be:	TK-8
Charter School's scheduled First Day of Instruction in 2021-2022 is:	August 17, 2021
The enrollment capacity is	533
The type of instructional calendar will be:	Traditional
The bell schedule for Charter School will be:	8:30am – 2:40pm/1:00pm - TK/K 8:30am – 3:00pm/1:15pm – Grade 1 8:30am – 3:15/1:30pm – Grades 2-5 8:00am – 3:30/1:10pm – Grades 6-8 ** second dismissal time is on Tuesdays only
The term of this charter shall be from:	July 1, 2021 – June 30, 2026

2. Community Need for Charter School

A Shift in California Initiatives Supporting Global Education and Multi-lingual Education.

Schools in California are experiencing a tremendous shift in focus toward global education and preparing students for career and college supported by the Common Core Standards. The standards support one of the major hallmarks of a dual language program – that language and literacy are developed in *all* content areas including math, science, and history/social studies. While this idea of integrating learning in language arts with other content areas is foreign to many educators in California, *it has been practiced at MLC for nearly 20 years*. We have developed and refined curriculum and core teaching strategies essential for success in dual immersion as well as monolingual programs – especially for programs with high percentages of English Learners.

The new **California English Learner Roadmap** *encourages* dual immersion as a strategy to meet the needs of English Learners by helping them develop literacy in their first language – something dual language researchers and educators have known for years is the key to English literacy for all students and to eliminating the statistic of long-term English Learners. The State Superintendent of Public Instruction and the State Board of Education recognize biliteracy as a precious resource in our state, one that should be encouraged and nurtured.

In November 2016, California voters approved **Proposition 58**, also known as the **CA Ed.G.E. Initiative**. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

The mission of **Global California 2030** is to equip students with the world language skills to succeed in the **global** economy and to fully engage with the diverse mixture of cultures and languages found in **California** and throughout the world. The major goal of this initiative is to quadruple the number of dual immersion programs in California by 2030. Currently MLC is one of only 7% of schools in California with this program. *In recognition of our work, MLC received the 2018 Education for a Global Economy Award from the California Department of Education.*

In effect since 2012, the “State Seal of Biliteracy” is awarded to high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. As former State Superintendent Torlakson has emphasized, “Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and multiliterate citizenry, California has the opportunity to build on the linguistic assets that our English Learners bring to public schools while also supporting the acquisition of biliteracy and

multiliteracy in students whose home language is English. The goal is a necessary component of a world-class education and will contribute to California’s continued leadership in the nation and the world.” (Source: State Board Adopted ELA/ELD Framework, Introduction, page 2).

2. School Performance 2016-2021 Charter Term

MLC’s academic performance data aligns with the research and benefits of dual immersion programs. It is important to look at this data through the lens of dual immersion programs, where students are developing literacy in two languages over several years, acquiring proficiencies according to a defined timeline.

California School Dashboard

MLC has been determined to be a Middle Performing School per the California Department of Education and based on data in the California School Dashboard. Following is an overview of MLC’s performance on the Dashboard using the most recent two consecutive years. As seen below, in 2018 MLC outperformed the State in Math and for all students and students with disabilities in ELA. In 2019, MLC continued to outperform the state in Math with the exception of low-income students in which we both scored yellow. MLC consistently maintains low suspension rates and has some challenges with chronic absences and had some reduction in scores in ELA after a year of big gains, which is being addressed throughout this petition with new strategies for reading assessment and interventions.

		MATH		ELA		ELPI		Suspensions		Chronic Absences	
		MLC	CA	MLC	CA	MLC	CA	MLC	CA	MLC	CA
All Students	2018	Green	Orange	Yellow	Orange			Yellow	Yellow	Red	Yellow
	2019	Green	Orange	Orange	Green			Yellow	Yellow	Yellow	Orange
English Learners	2018	Yellow	Orange	Yellow	Yellow			Yellow	Yellow	Orange	Orange
	2019	Orange	Orange	Orange	Orange	Green	Yellow	Yellow	Yellow	Orange	Orange
Socioeconomically Disadvantaged	2018	Yellow	Orange	Yellow	Yellow			Green	Yellow	Red	Orange
	2019	Green	Yellow	Orange	Yellow			Yellow	Yellow	Orange	Orange
Students with Disabilities	2018	Yellow	Red	Yellow	Red			Blue	Yellow	Orange	Orange
	2019	Yellow	Orange	Red	Orange			Blue	Yellow	Orange	Orange
Hispanic/Latino	2018	Green	Orange	Yellow	Yellow			Green	Yellow	Red	Yellow
	2019	Green	Yellow	Orange	Yellow			Yellow	Yellow	Orange	Orange

BLUE text = Better than State

Students in MLC’s Dual Immersion Program Demonstrate Long-Term Success in English and Math on the SBAC and Outperform State and Local Peers

One of the key underpinnings of a dual immersion program is that attainment of English Proficiency is determined after multiple years of learning in two languages, especially when students are first learning to read and write in the target language. While English proficiency may show in later years compared to English-Only programs, the success continues into middle school, when other schools tend to decline. Lindholm-Leary, K. & Genesee, F. (2010). Alternative educational programs for English language learners. In California Department of Education (Eds.), *Improving Education for English Learners: Research-Based Approaches* (pp. 323–382). Sacramento: CDE Press

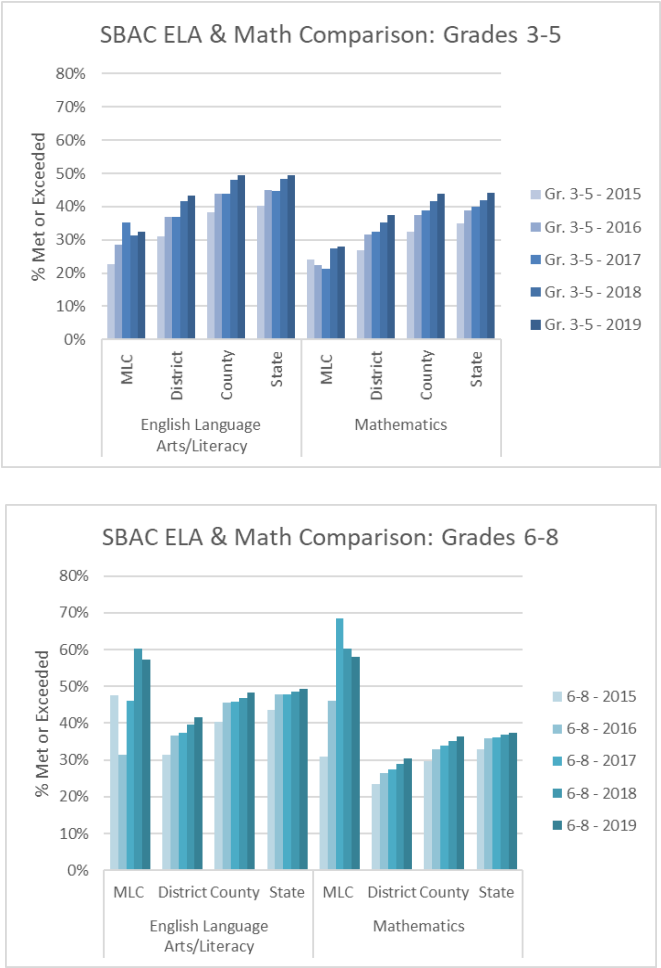
Comparison with District, County and State SBAC scores 2015-2019

The following charts demonstrate MLC performance over the past five years on the SBAC in ELA and Math as compared to the District, County and State. We prefer to break down the data so that comparisons are accurate in terms of grade levels. For example, when we look at all

students tested we are compared to data that includes grade 11 and MLC does not have data beyond the 8th grade. In addition, looking at the grade level breakdowns allows for clarity of the progress indicative of dual immersion programs.

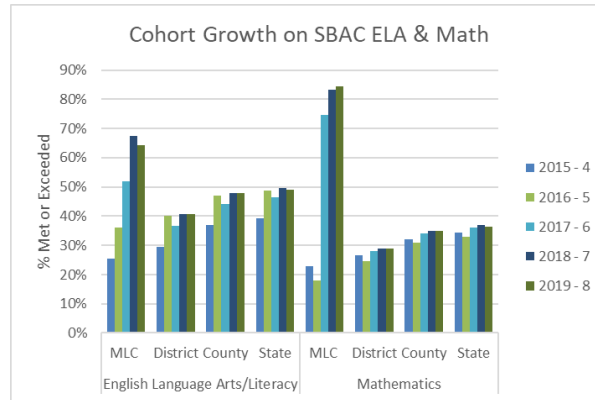
The data in grades 3-5, shows that MLC students are performing lower in both ELA and Math overall when compared to district, county and state data. However, the second chart with grades 6-8, demonstrates the increase in MLC scores surpassing that of the comparison data. This progression is completely in line with dual language research.

Source of Charts Below: CDE Data Quest



Cohort Growth of Students in Comparison to District, County and State on SBAC

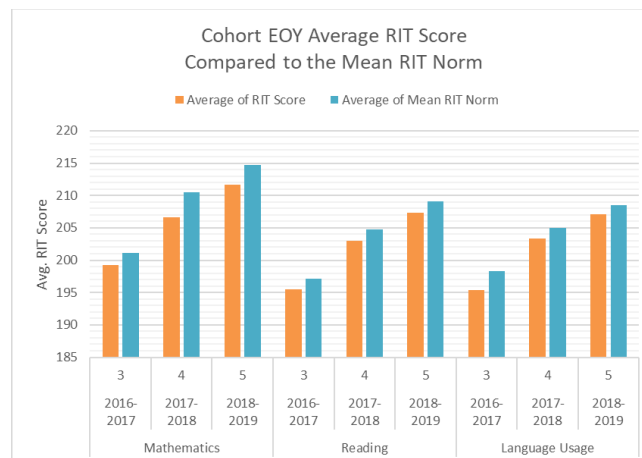
The performance trends for MLC is further demonstrated by looking at cohort growth of students from 2015 – 2019, with MLC 8th grade students far outperforming District, County and State scores. Source of Chart below: CDE Data Quest

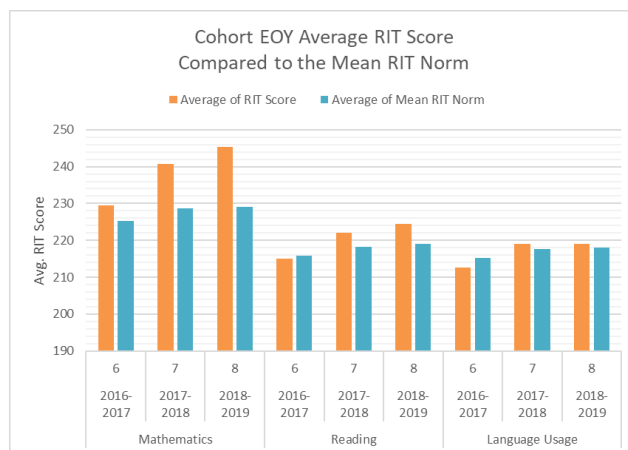


Cohort Growth of MLC Students on Northwest Evaluation Association (NWEA) MAP Assessments Compared to Normed Averages

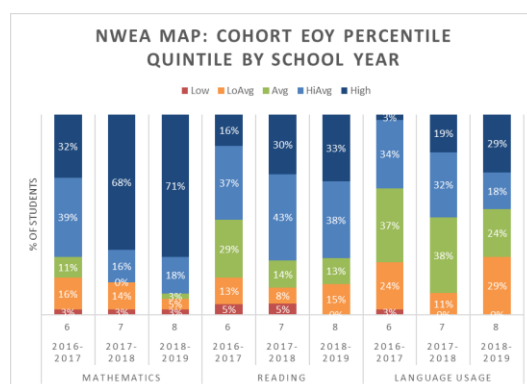
The following charts show MLC Student average scores compared to the normed averages in Math, Reading and Language Use using NWEA MAP Data. Validity evidence for MAP Growth assessments involves multiple sources including test content, internal structure, and relations to other variables. When students finish their MAP Growth test, they receive a number called a RIT score for each area they are tested in (reading, language usage, math, or science). This score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. The higher the RIT score, the more achievement student has in the subject. The student's percentile ranking and conditional growth percentile can show how much the student has achieved in comparison with their peers

In Grades 3-5 students score below norm, on average and they show improvement from one year to the next, In Grades 6-8, students perform above norm by the 8th grade and also show growth from one year to the next. Source of Data Charts Below: NWEA MAP





The following chart shows that the majority of students are scoring above average (60th percentile or higher) in Math and Reading by the middle school grades. Source of Chart Below: NWEA MAP



Comparison to Resident Schools

MLC compared to Resident School Medians (using LAUSD Data Sets)

During oversight LAUSD compares MLC to a Resident Median – a median score of resident schools located geographically close to MLC in English Language Arts and Math. Below are 3 charts showing that comparison. The first chart shows all students at MLC (grades 3-8) compared to the resident median of all Resident Schools, which are either elementary or middle schools, not span schools like MLC. In this chart, MLC scores exceed the median of the comparison schools. The second chart shows MLC students in grades 3-5 compared to the Resident Median of the elementary schools on the list, serving those same grade levels. This data shows that MLC's Elementary Students scored on par with the resident school median in ELA and exceeded the median in Math. The third chart compares MLC students in grades 6-8 compared to the median score of the Resident Middle Schools, serving the same grades, in which MLC exceeds in both ELA and Math. The Resident Schools included in the charts below are:

Grades 3-5 Schools: Canoga Park Elementary, Hart Street Elementary, Limerick Elementary, Anatola Avenue Elementary, Fulbright Avenue Elementary, Stanley Mosk Elementary, Sunny Brae Elementary.

Grades 6-8 Schools: Christopher Columbus Middle School, John A. Sutter Middle School, and Ernest Lawrence Middle School

Source of data is CDE Data Quest

2019	ELA	Math
MLC (All Grades)	44%	42%
Resident Schools Median	33%	25%

2019	ELA	Math
MLC (Gr. 3-5)	33%	28%
Resident Schools Median (Elem)	33%	26%

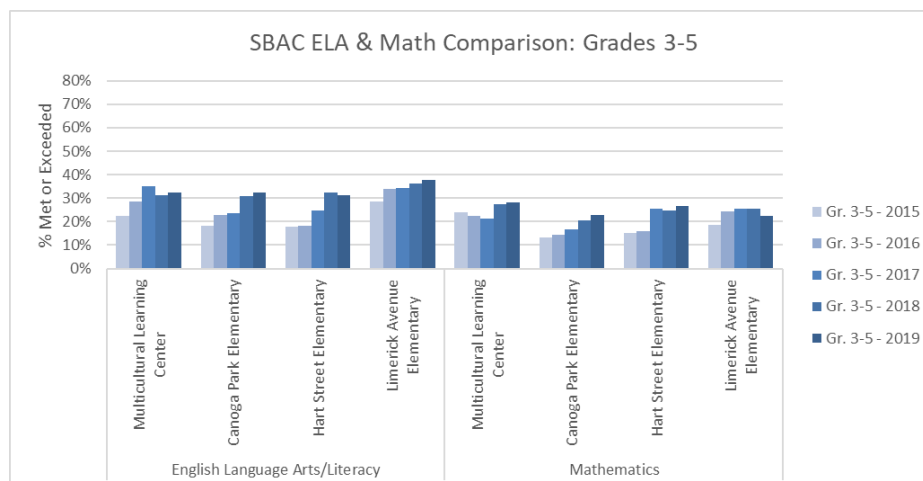
2019	ELA	Math
MLC (Gr. 6-8)	57%	57%
Resident Schools Median (Middle)	22%	20%

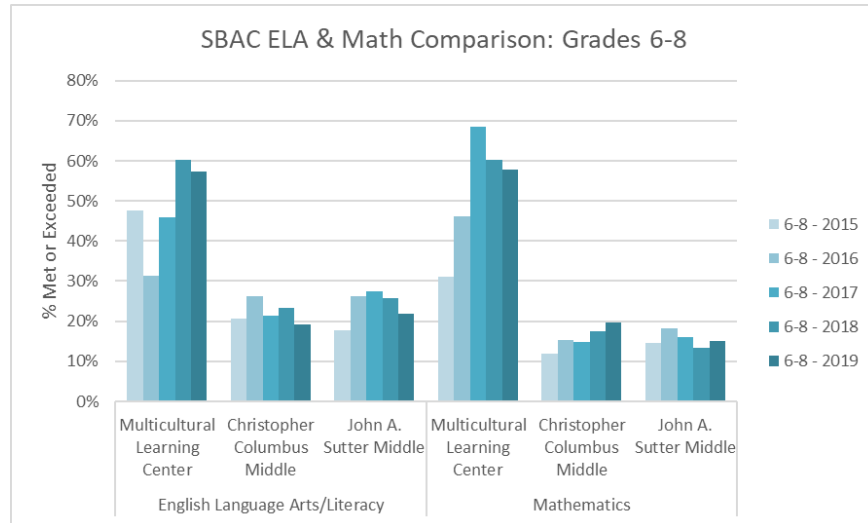
MLC Comparison to Resident Schools Over Five Years of Data

The following charts compare MLC performance on the SBAC in ELA and Math for grades 3-5 and grades 6-8 with resident schools serving the same grade levels over the past five years.

While MLC students in grades 3-5 are more comparative to resident schools, in middle school grades, MLC students are outperforming their peers in resident schools by as much as 20% on average in ELA and 27% in Math in 2019.

Source of Data is CDE Data Quest

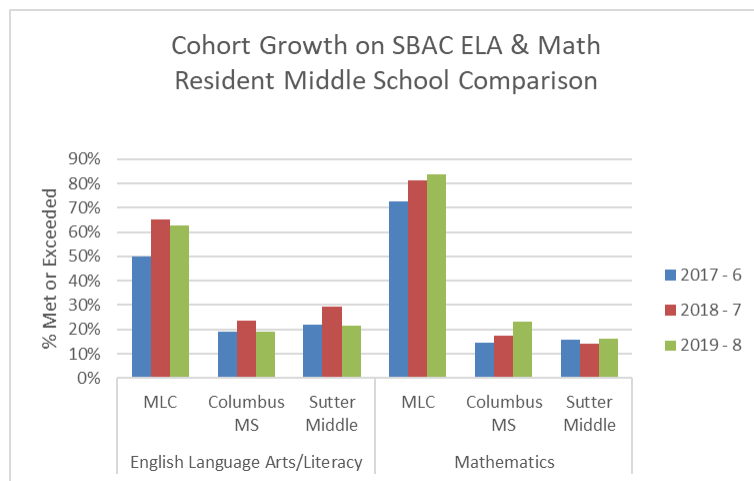
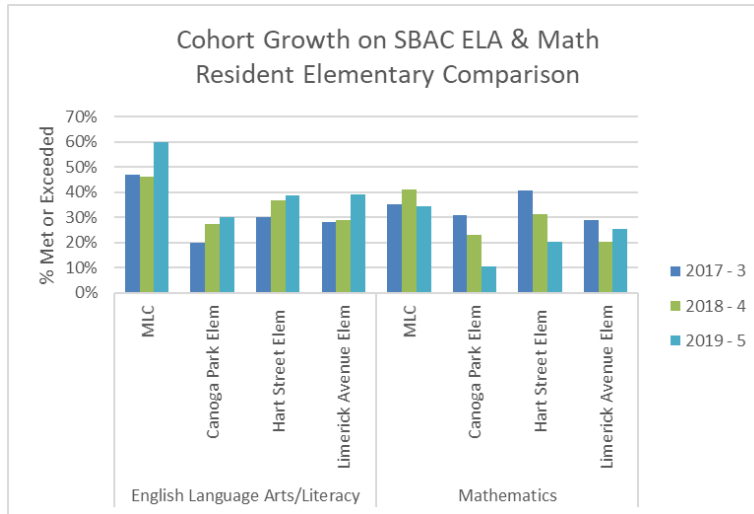




MLC demonstrates a higher percentage of annual growth in students meeting or exceeding standard in math and ELA when compared to resident schools when looking at grade level cohorts of students at both the elementary and middle school level. In the Elementary schools comparison, MLC saw 13% more students meeting or exceeding standard in ELA in 5th grade then in 3rd grade. This exceeds the growth difference of the comparison schools. In the Math comparison, all schools declined between 3rd and 5th grade, however MLC had the smallest decline after a growth in 4th grade. In the Middle School grades, MLC saw 13% more students meeting or exceeded standard in ELA between 6th and 8th grade, while the comparison schools had no growth. In Math, MLC saw 8% more students meeting or exceeding standard between 6th and 8th grade, while Columbus had 8% and Sutter had no growth.

These charts provide evidence that MLC's dual immersion program promotes growth in English proficiency and math for all students over time while the traditional model shows declines. ***The students attending MLC are achieving a higher level of English and math proficiency while at the same time developing proficiency in a second language.***

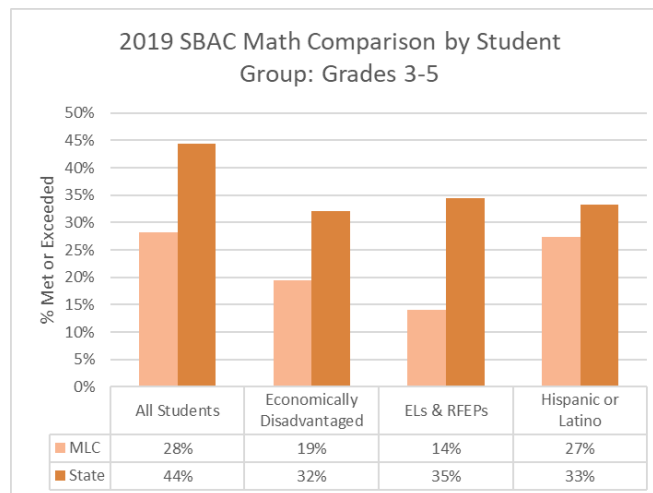
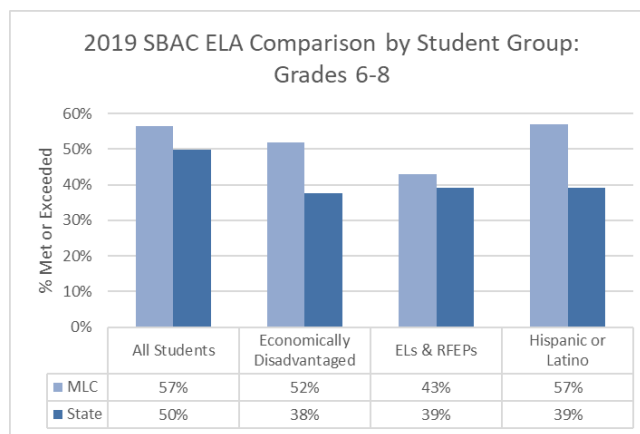
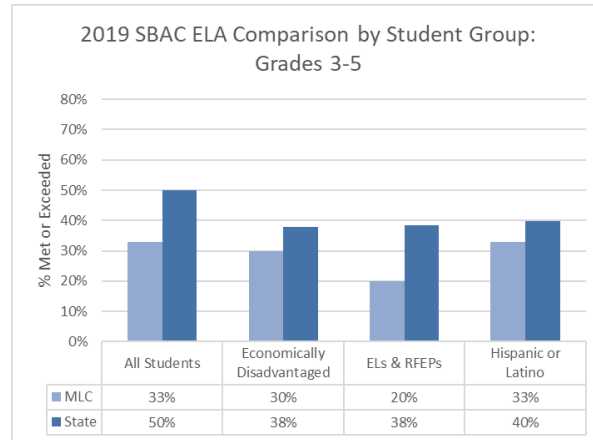
Source of data charts below: CDE Data Quest

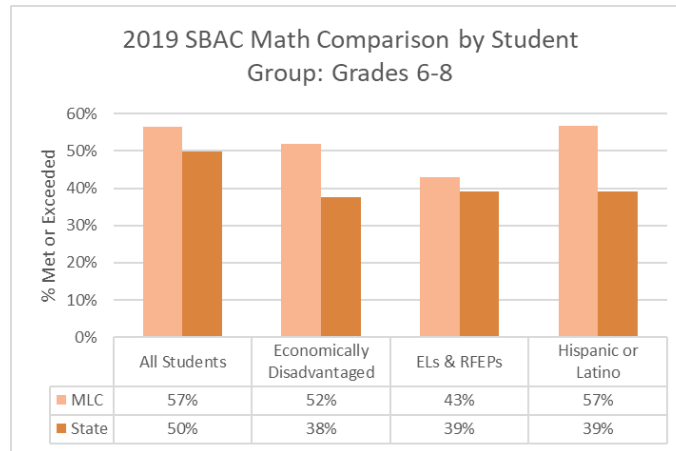


MLC is Closing the Achievement Gap

Providing an equitable education for all students in a diverse, inclusive school community allows us to bridge the gap for our Hispanic, Low Income, and English Learner students by the time they graduate MLC in the 8th grade.

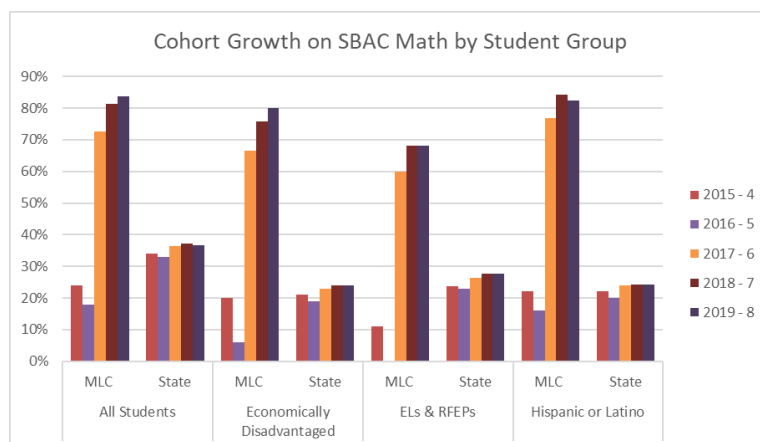
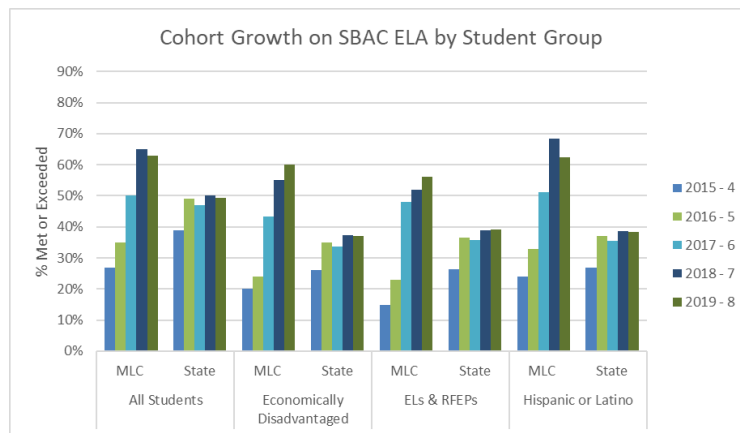
Source of data charts below: CDE Data Quest





Subgroup Cohort Data – Growth of the Same Students from Grade 4 to Grade 8

Source of data charts below: CDE Data Quest



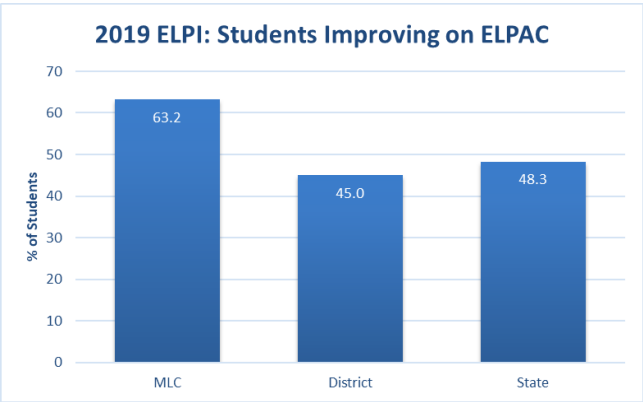
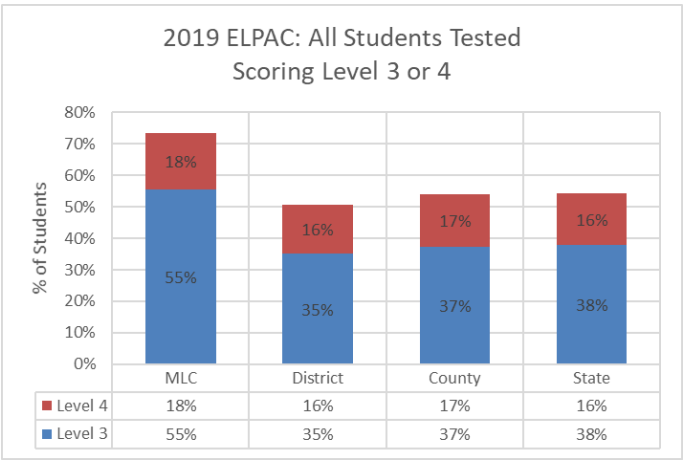
Success of English Learners at MLC

The effectiveness of bilingual forms of education is often evident only after students have been in the programs for several years. To be more specific, studies conducted in the early years of dual language programs (i.e., kindergarten through grade three) usually find that ELs score

below grade level or lower than or equivalent to comparison group peers (i.e., other ELs or non-ELs in other types of programs). In contrast, almost all evaluations conducted at the end of elementary school or in middle and high school find that the achievement of bilingually-educated ELs, especially those in developmental bilingual and two-way programs, is as good as, and usually higher than, that of comparison groups of students (Sources: Lindholm-Leary & Genesee; 2010; Francis et. al., 2006; Goldenberg 2008; Ramirez, 1992; Willig, 1985).

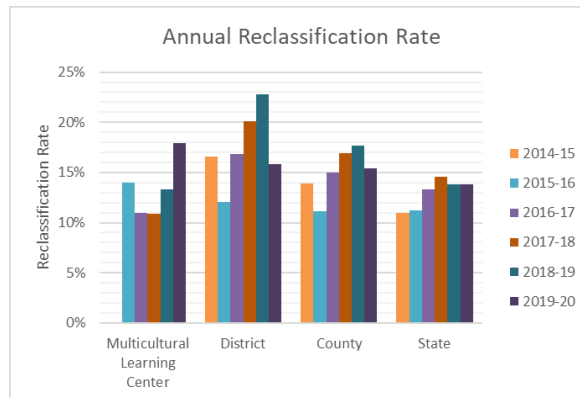
The following data charts demonstrate that in 2019 more MLC students are scoring a 3 or 4 on the ELPAC as compared to the district, county and state and that more MLC students are showing progress on the ELPAC.

Source of Data Charts below: California School Dashboard



Reclassification of EL’s and Long-Term English Learners

Even though MLC outperforms the district and state on ELPAC achievement (scoring a 3 or 4) and growth on the ELPAC, MLC at times falls below state and district reclassification rates as seen in the chart below. Source of Data chart below CDE Data Quest.



The following charts from CDE's Data Quest shows MLC data on EL's compared to the District, County and State – looking at students who are considered At-Risk or Long-Term English Learners. Source of data chart below: CDE Data Quest

[Glossary of Terms for EL Reports](#)

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	6	0	0	0	6	1	7
01	19	0	0	0	19	7	26
02	23	0	0	0	23	4	27
03	22	5	0	0	27	3	30
04	0	15	0	3	18	1	19
05	0	5	0	0	5	7	12
06	0	0	3	2	5	9	14
07	1	0	7	2	10	14	24
08	0	0	2	0	2	19	21

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Multicultural Learning Center	71	25	12	7	115	65	180
Los Angeles Unified	70,004	15,980	18,011	15,631	119,626	168,945	288,571
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

The above reclassification and English Learning data sets can be interpreted as follows:

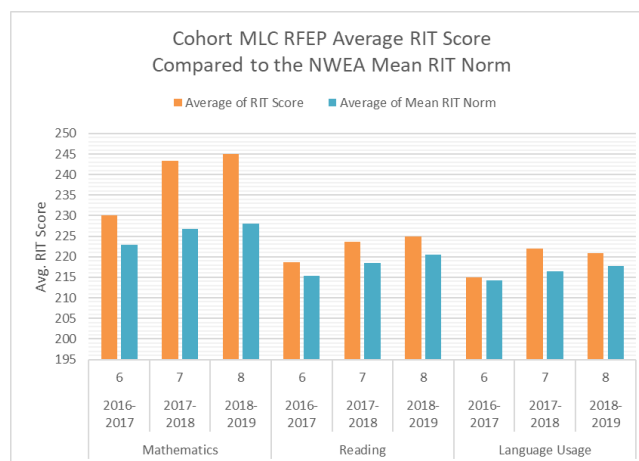
- 1) The majority of MLC EL's are in the 0-3 year range; with the next largest group in the 4-5 year range or "at-risk" category, and even fewer in the 6+ years or LTEL range.
- 2) MLC's criteria for reclassification includes multiple forms of assessment in English, including the ELPAC, but also looking at state and internal assessment data – which can keep a student classified as an EL a bit longer as the years go on and the assessments become more difficult.
- 3) There is no rush to reclassify in a dual immersion program as there is in a monolingual program. MLC students continue to receive instruction in English and Spanish regardless of their label.
- 4) Since MLC students do not begin formal instruction in English reading and writing until the third grade, their English proficiency does not show until after they have 3-5 years of

instruction in English reading and writing, which for MLC students is not until grades 6-8. This explains why MLC students remain an EL for 4 or more years.

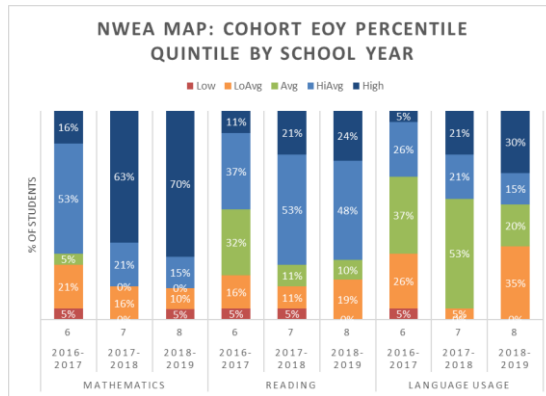
- 5) MLC students labeled LTEL's in grades 6-8 are in no way Long Term EL's – they are **developing bilingual biliterate students**. They reclassify before they graduate 8th grade.
- 6) More than half of the EL students in middle school grades have a learning disability which may impede their English proficiency progress.

MLC RFEPs Prove to be Proficient Across Multiple Measures of Success

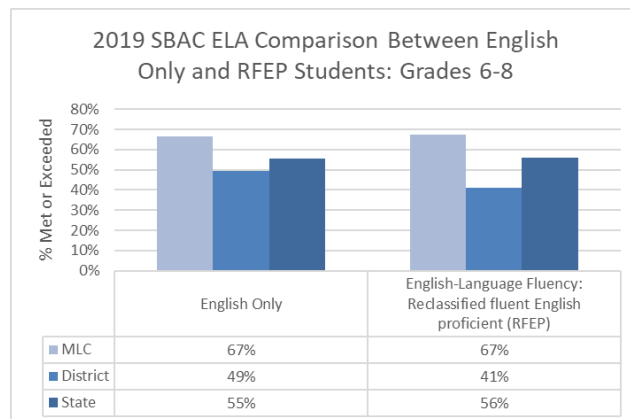
Once an MLC student reclassifies, typically just prior to or during the middle school grades, they are truly proficient and comparable with English Only Peers as demonstrated by the data below. As seen on the California Dashboard, MLC RFEP students outperform LAUSD's RFEP students in ELA in math. In ELA in 2019, MLC RFEPs scored on average .08 points above standard and LAUSD students score on average 25.1 points below standard. In Math, MLC RFEP students scored 6.6 points above standard, and LAUSD RFEPs were 53 points below average. The following chart shows MLC RFEP performance in grades 6-8 (orange bar) on NWEA MAP assessments compared to NWEA Normed Averages of all students (BLUE BAR). Source of Data Chart below: NWEA MAP



This chart shows RFEP performance on NWEA MAP assessments in grades 6-8 with the majority of students in the 60th percentile or higher in reading and math (each color band is 20%). Source of data chart below: NWEA MAP



The following shows how RFEP students perform as compared to English Only students on the SBAC in ELA – showing that reclassified students at MLC score on par with their peers. This is to further demonstrate the accuracy of MLC practices around reclassification – it’s not a matter of how many students reclassify but ensuring that those who do reclassify are truly proficient. Source of data chart below: CDE Data Quest



Impact of a Bilingual Education on College and Career Readiness

State Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. In addition to the Seal of Biliteracy that marks attainment of high level mastery or two or more languages, schools and districts are also instituting Bilingual Pathway Awards, recognizing significant steps towards developing biliteracy along a student’s trajectory from preschool into high school.

Californians Together developed the concept of a Seal of Biliteracy in 2008 and worked throughout the state to help school sites, districts and others adopt and implement the Seal. Over

165 school districts are currently granting the awards, and increasing numbers of state and national professional organizations and other entities have endorsed the Seal.

Legislation creating a California State Seal of Biliteracy was passed in 2011, and California became the first state in the nation to establish a state level Seal of Biliteracy. State Seals were awarded to over 10,000 graduating seniors in the spring of 2012. In 2012 New York enacted legislation modeled after California to create a State Seal of Biliteracy. Other states are now pursuing similar policies. (Copies of state legislation are available on the Californians Together website). For more information on the California State Seal of Biliteracy, see: www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

MLC has developed a **Pathway Seal of Biliteracy** for 8th Grade Graduates according to the following criteria. Graduates will wear a gold sash and receive a special seal on their graduation diploma.

- Proficient in English Language Arts, Spanish Language Arts and Math based on state and school-wide assessments including MAP, DRA, etc.
- Oral proficiency in both languages as assessed by 7th and 8th grade teachers
- GPA of 3.5 or higher on 8th grade report cards

Student Growth Beyond MLC – High School and College Success Stories

According to all recent analyses and reports by a number of agencies and commissions, both public and private, the academic performance of Hispanic students continues to be considerably below majority norms and the high school dropout rate remains consistently high. This is particularly true for students who enter school as English Learners. A panel of experts was convened in Washington DC to address the issues affecting the education of English Language Learners. They agreed that **without effective language education**, a pattern of failure develops:

- Students receiving no special language training inevitably fall behind in other subject matter while they struggle to learn English;
- Students may, over time, become fluent in oral English, but are not promoted with their peers, because they have missed several years of instruction in content areas;
- Students are rarely able to overcome this and are, consequently, more likely to leave school before high school graduation. EL students have one of the highest dropout rates in the country.

(Source: Kathryn Lindholm-Leary)

MLC conducts informal inquiries and interviews with alumni and invites alumni to campus for reunion events in order to gather information on their high school performance and college acceptance. In addition, we have a college scholarship program through the MLC Foundation and track data from those applications. Many MLC graduates have taken honors or AP English classes as well as AP Spanish classes in high school. MLC's K-8 graduating students are attending or have graduated from the following universities: CSUN, Harvard, UCLA, USC, UC

Davis, UC Santa Barbara, Cal State Poly, Pepperdine University, Tulane University, and Northwestern University. Students have reported the following majors/career paths:

Here are a few alumni stories:

Miguel, MLC Class of 2013 is the first in his family to attend college and he received a full scholarship at the California State University, Northridge, where he is preparing for a BA in Finance with a Minor in Economics. In recognition of all that MLC has done to support Miguel, his five younger siblings and his family since 2004, Miguel wants to use his degree to give back to the community - using his biliteracy and cultural awareness to help families in our community financially prepare for their futures. As a recipient of the MLC Scholarship Award, Miguel has also pledged to one day create a college scholarship in his family's name for the students at MLC.

Luis MLC Class of 2014 is entering his third year at USC for which he received a scholarship to study Engineering and simultaneously interns for Northrup Grumman – who is also providing financial aid to support his education. Luis has been working on bringing a Robotics program to MLC as a volunteer, realizing the importance of early exposure to the fields of engineering to inspire future college scholars.

Chelsea, MLC Class of 2016, was one of the first MLC graduates to attend Viewpoint School – an independent school that MLC has since been collaborating with to bring the opportunity of a private school education to MLC students – adding diversity and equity to Viewpoint's campus. Chelsea graduated Viewpoint in the Spring of 2020, with a cumulative unweighted GPA of 3.93 (4.14 weighted) and was admitted to attend Pepperdine University in the Fall to study Sports Medicine. Proud of her accomplishments and her bi-literacy and cultural identity, Chelsea seeks the opportunity to use her bilingual skills in her career in healthcare.

Quotes from MLC Alumni speaking on the value of MLC:

“Despite the small size of my graduating class at MLC (29 students), my peers opened my eyes to problems I often try to ignore. Poverty, racism, and the lack of immigration reform were all issues that were brought to my attention through my daily interactions and learning at MLC. Upon leaving MLC for Granada Hills Charter High School I was worried; how was I to adjust to a school of over 4000 students? And yet, MLC had already provided me with the tools needed to flourish. While attending Harvard University, I continued to use those lessons learned at MLC to approach individuals from distinct communities.

“MLC really prepares young students for rigorous academic workloads, creates tolerant, accepting, human beings, and allows its students to understand the importance of an inclusive community. I think MLC will create less prejudices in future generations.”

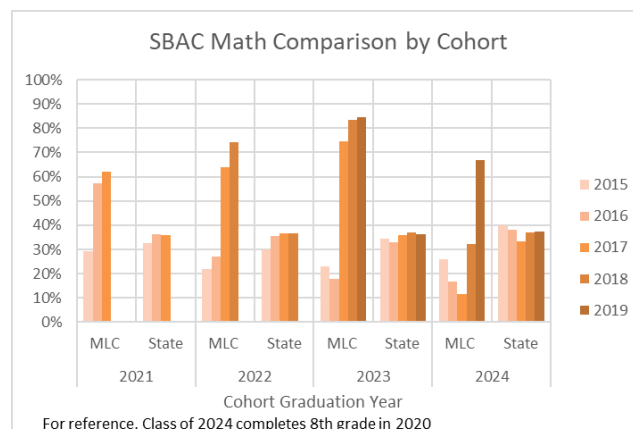
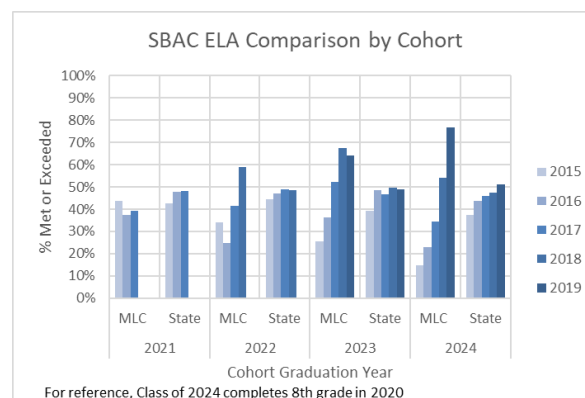
“I became bilingual at MLC, a skill that will benefit me for the rest of my life, but more importantly I became culturally competent, a skill that will benefit not only my life, but the lives of everyone I meet.”

“MLC helps you really develop your speaking skills and ability to give oral presentations in two languages. Yet if you go deeper into the value of MLC you'll see that a school like MLC not only helps you in academics but also in interacting with people. MLC challenges you in every way just like you will be challenged in the future.”

“I would not be the person I am today without MLC. Dual immersion is more than just learning in two languages. It is about immersing oneself in and understanding another culture. I fell in love with the Hispanic culture and learned that all of the stereotypes I heard from others in my community were light-years from the truth. I am terrified to think I might have grown up to be ignorant and intolerant had I not gone to MLC. If everyone spent just one day at MLC, racism would not exist.”

“I think that language is such an important part of the world we live in, and to be able to share a language or two with someone, can really help future generations communicate and get along.”

By looking at the chart below which shows MLC student data by graduation year, students are remaining competitive with their peers throughout the state. The following charts shows current students compared to peers by graduation year. Source of Data Charts Below: CDE Web Quest



Areas of Challenge and Plans for Improvement

MLC's areas of challenge include the following:

Challenge: Students and in particular students who enter the Charter School after Kindergarten are struggling to meet benchmarks for reading at grade level in Spanish by end of second grade. This benchmark is critical for the transition to bi-literacy and proficiency in English reading.

Improvement Plan: First, MLC has adopted a new reading assessment and instruction program that provides teachers with more concrete feedback on student reading achievement in Spanish and English. The assessment tool we had used previously had limitations in terms of identifying the reading strategies students needed to develop in order to reach proficiency. Second, MLC has adopted the Esperanza Reading Intervention for students in K-2 who are not reading at benchmark. Both of these programs are described in detail throughout Element 1.

Challenge: Students in grades 3-5 are not making sufficient progress in Math. In 2019, 28% of students in grades 3-5 met or exceeded standard in Math. While this was an improvement over the previous 3 years, we would like to increase this percentage. Part of the challenge has been identifying a math curriculum aligned with Common Core that is available in English and Spanish.

Improvement Plan: MLC has shifted to CGI Math for Grades K-5, investing in professional development and coaching for all teachers in this methodology for which we are seeing progress for our pilot groups. This program aligns with our middle school math program, in which students are very successful. Since the transition to Common Core, MLC has tried a few different math curriculum, none of which aligned with our needs nor the fact that we teach math in two languages. We made the full shift to CGI in 2020-2021 and will begin to track our improvement over the next several years.

Challenge: Most of our EL's in middle school who struggle to reclassify also have disabilities. This has been an ongoing challenge in terms of addressing both the language needs and the students' disabilities and in supporting students in their English language proficiency.

Improvement Plan: We have been working with a consultant through Option 3 who is providing targeted support and strategies to our staff for our LTEL's who also have disabilities. This includes an analysis of student data and needs, and development of plans to support their language proficiency as well as their learning disabilities.

Challenge: All students, EL's and SED students are performing below the state levels in ELA per the California School Dashboard.

Improvement Plan: MLC has recently adopted three programs in the past few years to meet our objectives for dual literacy in English and Spanish for all of our students, and with a particular focus on our EL and SED students whom struggle the most when it comes to literacy achievement, particularly in making the transition from Spanish to English literacy, and continuing to maintain and master both languages. It is important to note that developing literacy in a dual language program is not the same process as in mono-lingual program. Students are developing literacy dually, in two languages at the same time, which requires a different

approach and different assessment measures to gauge success and progress. Because of that MLC has carefully selected three programs/resources to support and enhance our efforts:

- 1) ENIL/IRLA – Reading Assessments and resources to support teaching Reader’s Workshop in English and Spanish that take into account the process of a literacy in a 90:10 dual immersion program. This new tool will allow MLC teachers to assess more accurately a student’s reading level and help teachers target specific gaps and needs for each student in their development of biliteracy. For detail, please see MLC Charter Petition, Element 1, Questions 11 and 13.
- 2) Esperanza Reading Intervention in Spanish for K-3 and Wilson Reading Program in English for grades 4-8. These two Norton-Gillingham programs allow us to provide reading intervention to students in both languages as early as Kindergarten

Student Population To be Served

3. Current Student Population

The Multicultural Learning Center has served students from diverse areas of the San Fernando Valley since the fall of 2001. Currently, students are drawn from over 100 different neighborhood schools. MLC began as a K-4 Charter School in 2001, expanded to K-5 in 2002 and to K-8 in 2006 with the first charter renewal. MLC has maintained 96% average attendance since 2005.

In the last five years our average percentages of students in Special Education has been 11% and our percentage of low-income students has been averaged at 58%. The following chart shows our ethnic balances (source = DataQuest).

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2019-20	487	2.50%	0.00%	0.00%	0.60%	86.70%	0.00%	4.10%	3.70%	2.50%
2018-19	499	3.00%	0.00%	0.00%	0.60%	86.00%	0.00%	3.60%	3.40%	3.40%
2017-18	468	3.20%	0.00%	0.40%	0.40%	82.30%	0.00%	5.60%	3.20%	4.90%
2016-17	402	4.00%	0.00%	0.20%	0.20%	77.10%	1.00%	6.20%	3.70%	7.50%
2015-16	403	3.20%	0.00%	0.00%	0.00%	81.90%	0.00%	6.50%	3.70%	4.70%
2014-15	400	3.00%	0.00%	0.00%	0.00%	84.30%	0.00%	7.30%	3.30%	2.30%

The Multicultural Learning Center has demonstrated how to reverse that trend in the San Fernando Valley. Parents from a mix of cultures and economic backgrounds enroll their children at MLC because they identify with the principles and values inherent in the Charter School’s vision. The design of the educational program integrates learning needs of all students including special education, gifted, and English Learners.

Our Free and Reduced-Price Lunch numbers have remained stable and have averaged 58% in the last five years. Our EL numbers have fluctuated some and averaged 32% in the last five years.

We see the reduction in EL students attributed to changes in student demographics as well as an increase in percentages of students reclassifying.

Los Angeles Unified School District and MLC reflects the surge in the Hispanic and EL population in California. There have been systematic increases in the percentage of Hispanic students and a fairly high percentage of economically disadvantaged and EL students in the district, and these are reflected at MLC.

4. Five Year Enrollment Plan

The following chart shows our enrollment projections for the term of this charter. The enrollment numbers align with our Conditional Use Permits on both campuses (400 at Elementary and 250 at Middle School). With attrition of existing students over time, MLC may increase the Kindergarten enrollment each year.

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
TK/K	41	60	42	51	76
1	90	41	60	42	51
2	58	90	41	60	42
3	81	58	90	41	60
4	62	81	58	90	41
5	68	62	81	58	90
Elementary	400	392	372	342	360
6	41	68	52	71	50
7	27	41	68	52	71
8	29	27	41	68	52
Middle	97	136	161	191	173
School Total	497	528	533	533	533

Goals and Philosophy

5. MLC Vision and Mission

MLC's Vision is centered around equity and diversity in public education and the strong belief that schools have the potential and power to not only meet the needs of the families it serves, but to impact the community in which it resides and the world beyond its borders.

At the core of MLC's vision is a foundation in the following principles:

- 1) Equity, Diversity, and Inclusion
- 2) Global Citizenry and Bi-Literacy
- 3) Social and Environmental Justice
- 4) Social-Emotional Competency

Through the work of the charter school, MLC is an institution for social justice and change impacting the Los Angeles community in the following ways:

- 1) Supporting a global economy with citizens who are: curious and knowledgeable of the community and world in which we live; able to recognize different perspectives and points of view; confident to communicate ideas in two languages to diverse audiences; and committed to take action against injustice.
- 2) Unifying the community with young adults with a strong sense of self- and social awareness and the knowledge, compassion, and experience to live and work with people from diverse backgrounds.
- 3) Producing adults who are bilingual and biliterate in English and Spanish and confident in using their literacy skills to contribute to a global economy, speak out for change, and lend a multicultural perspective.

MLC Mission

From its inception, the MLC mission has been in the hands of its community. This shared mission has been defined by parents, students, board members, and staff.

*The Multicultural Learning Center (MLC) brings together a diverse community of learners where cultural and individual differences are the building blocks of **academic, social, and intrapersonal** success.*

Within an environment of positive cross-cultural attitudes and social justice, students achieve bi-literacy in Spanish and English by the eighth grade through MLC's dual immersion program. In student-centered classrooms, a constructivist approach to teaching and learning enables all children to achieve to their maximum potential. Students master skills and knowledge in social studies, language arts, math, science, and the visual and performing arts within the context of interdisciplinary themes and hands-on activities. Children create meaning and come to know and respect each other through group processes, research and questioning, and use of the arts and technology as tools for developing literacy and multicultural understanding.

Students are supported by highly competent and dedicated teachers and staff who value and demonstrate the tenets of social justice while providing access to an integrated, bilingual curriculum rich in problem-solving, critical thinking, and creative expression. Teachers guide students as they acquire, apply, and deepen knowledge and analyze and synthesize complex thoughts, ideas, and concepts.

Teachers and staff embrace the unique learning needs and styles of each student and provide multiple opportunities for individual academic growth and social development. Teachers encourage students to self-reflect on their achievements and set new goals. They create opportunities to solve social and personal challenges in ways that build responsibility, tolerance, and resiliency.

At MLC, students celebrate individual and cultural diversity within their community and the world. As students of different cultural and linguistic backgrounds learn side-by-side, they develop skills and understandings necessary for global citizenry and community leadership.

Students value diversity, honoring what they know and who they are, developing strong emotional intelligence, self-confidence, and compassion for others. Students and their families work collaboratively as active partners to identify needs, problem-solve, make decisions and celebrate successes.

In pursuit of its mission, MLC:

- attracts a diverse student population from the families of the San Fernando Valley and beyond.
- develops literacy in English and Spanish through a nationally researched dual language education model by the eighth grade.
- utilizes highly engaging and relevant integrated curriculum.
- expects students to perform at high levels in all academic areas.
- emphasizes development of the arts to enhance learning and expression.
- insures proficiency in the use of multi-media to do research and demonstrate knowledge.
- empowers teachers with responsibility and accountability for meeting the goals of the educational program.
- invests in professional development for teachers and encourages peer collaboration and coaching.
- develops and implements multiple measures to assess growth of students and attainment of charter goals.
- fosters positive cross-cultural attitudes and behaviors among students and adults
- insures active engagement of parents in school decision-making and offers parent education programs.
- collaborates with universities, community businesses, and cultural organizations to insure that the educational program meets the current and future needs of students.
- documents and shares best practices in partnership with university researchers.

6. Description of an Educated Person

We believe an educated person is self-motivated, competent in a variety of ways, and views self as an independent, lifelong learner. An educated person constantly expands his/her knowledge by using what s/he knows to acquire new knowledge in multiple disciplines, develop new skills, and interpret new experiences.

An educated person has the ability to use multiple resources, including technology, to acquire and demonstrate knowledge. An educated person moves through phases of learning by interacting with new knowledge, practicing and deepening skills and understanding, and eventually generating and testing hypotheses. An educated person demonstrates the ability to record and represent ideas in a variety of ways, reflect on learning, evaluate and analyze ideas and concepts, examine one's own reasoning, revise one's own knowledge based on new information, and engage in complex tasks. An educated person has the ability to research, cite evidence, and defend a position based on facts.

An educated person values his/her own culture and those of others. S/He has knowledge of history and social issues and how they relate to the world around him. S/He can speak, read, and write in at least two languages, and has confidence in communicating through the visual and

performing arts. In addition to using the arts as tools for learning and expressing what s/he knows, an educated person has proficiency in an arts discipline such as visual art, dance, or music.

His/her decision-making processes reflect ethical values and logical and critical thinking skills. S/He demonstrates creativity and original thought in the construction of new ideas. S/He knows how to find answers through a variety of resources including technology.

An educated person gets along well with others in a group, feels competent in sharing ideas and opinions, and can collaborate with others to achieve a common goal. S/He is not afraid to take risks or assume leadership roles, and accepts his/her own rights and responsibilities as well as those of others. S/He is open to alternative perspectives, and has acquired skills in resolving conflicts peacefully.

An educated person leads a physically active, healthy lifestyle. S/He stays connected to the needs of the community by participating in service projects and activities. An educated person is honest, respectful, and demonstrates a moral and responsible character.

An education person is globally competent – recognizing world views and perspectives, sharing ideas to diverse audiences in multiple languages, and possesses the knowledge and confidence to take action against injustices.

An education person possesses a growth mindset and allows themselves to grow from mistakes and strive to reach their maximum potential in their education and personal life. A developing growth mindset combined with a foundational education leads an education person to pursue a college education or a career path that fuels their own voice, passion, and personal goals.

7. How Learning Best Occurs

The following chart describes the research-based practices from which MLC has developed its educational program.

Research	MLC Educational Program
Jean Piaget <i>Teachers must understand the stages of development, know the key tasks to be mastered at each stage, and identify the stage at which each child is currently operating in order to offer appropriate learning opportunities and experiences.</i>	<p>The dual language model MLC implements integrates the best of bilingual education for native Spanish speakers with second language acquisition for native English speakers. Language minority students (Spanish speakers) develop literacy in their first language before acquiring their second, resulting in higher levels of proficiency in both. Teachers differentiate instruction for children at different levels of language fluency and literacy.</p> <p>MLC curriculum is based in constructivist learning theory. Students begin by exploring what they already know, learn more through research, become experts, and make connections and reflect on applications of their learning.</p>

Research	MLC Educational Program
<p><i>If children are to construct their own meaning teachers must provide opportunities and environments that allow self-initiated active involvement in learning activities.</i></p>	<p>MLC classrooms are student centered with accessible resources for independent and group learning. Children move about the classroom to investigate, conduct research, and collaborate with peers.</p>
<p>Howard Gardner</p> <p><i>Learners develop intelligences through interaction with things/ideas (musical instruments, visual arts media, storytelling/reading) and through instruction and coaching from “experts” in each intelligence. Opportunities to explore the media of each intelligence and to work with peer and adult “experts” is critical for learners to develop an intelligence.</i></p>	<p>Language skills in two languages emerge by developing students’ multiple intelligences. For example, MLC students use visual art to access detail and vocabulary to apply to their writing or they use drama to deepen understanding of what they’ve read. Students also use songs and poetry to learn sounds and build vocabulary.</p> <p>Teachers model using the target language in the classroom for both English and Spanish speakers. Because there is a balance of English and Spanish speakers in a classroom, peers support each other with understanding a new language. GLAD strategies used in both languages utilize visuals, songs, chants and the development of expert groups allowing students to present and share knowledge.</p> <p>MLC integrates content learning with the visual and performing arts and fosters a variety of teaching strategies and learning styles that develop multiple intelligences. Guided by teachers, students use the visual and performing arts to enhance understanding and show what they know across all subjects.</p> <p>Teachers team-teach and provide instructional support in areas of expertise to one another. Students work independently and in small and large groups. Artists-in-Residence provide support for teachers and students.</p>
<p>Lev Vgotsky</p> <p><i>When a task is too difficult to accomplish alone coaching is needed.</i></p> <p><i>Language development through interaction with skillful users of language is</i></p>	<p>Dual language instructors are fully bilingual in English and Spanish. Classrooms are balanced between native English and Spanish speaking children, allowing for peer interaction and support. Beginning at kindergarten and first grade levels, Spanish is the primary language for a significant portion of the instructional day; English speakers look up to and are helped by the Spanish-language speakers; during English time, the situation is reversed.</p>

Research	MLC Educational Program
<p><i>critical for successful learning.</i></p> <p><i>Learners are encouraged to talk aloud as they work, and educators need to listen carefully to gain insight into the learners' knowledge of their tasks.</i></p>	<p>MLC provides teachers with professional development workshops and on-site coaching in the implementation of the arts-integrated curriculum. In addition, artist educators are available to support arts integration goals and strategies. Students sit at tables, facing one another and engage in collaborative group work, take turns leading group activities, demonstrate learning through oral reports and presentations, and are assessed through Teacher/Student conferences.</p>
<p>Leslie Hart</p> <p><i>Children need time and many different learning experiences in order to develop structures in the brain that allow them to "make sense" or understand the ideas/concepts. The child's previous experiences are considered when planning instruction.</i></p>	<p>Repetition and multiple experiences are key to developing language skills and new vocabulary. First graders for example, experience understanding of "what is a neighborhood" through group discussion, reading stories, taking a neighborhood walk, creating maps, interviews with community helpers, journal writing, etc.</p> <p>MLC's curriculum model begins with accessing students' prior knowledge and building on it to deepen and check for understanding. Social studies themes are reinforced through experiences in math, art, science, and music.</p>
<p>Benjamin Bloom</p> <p><i>To develop higher-level thinking skills, learners must be asked questions and encouraged to participate in activities that allow them to gain knowledge, comprehend, apply knowledge, analyze synthesize, and evaluate.</i></p>	<p>Children engage in experiences that build their language facility in order to think and reason in both languages. Teachers are "guides" in the learning process, asking questions and encouraging students to ask questions and discover their own answers through research and creative problem solving.</p>
<p>Elliot Eisner</p> <p><i>The development of multiple forms of representation or symbol systems (i.e. numbers, words, pictures), to represent knowledge is an integral part of teaching and learning.</i></p>	<p>Artistic experiences, in which students paint pictures to deepen understanding of concepts learned in social studies or through literature lead to richer, more detailed writing. By expressing and learning through the arts, students access vocabulary and language. This is especially helpful for students learning in a second language.</p> <p>The arts are tools for learning and understanding in addition to demonstrating knowledge. <i>Students at MLC learn in the arts in order to learn through the arts.</i> Students use shape and</p>

Research	MLC Educational Program
	<p>form to describe systems, create movements to personify events in history, and draw pictures to understand symmetry and proportion.</p>
<p>Nancy Cloud, Fred Genesee and Else Hamayan</p> <p><i>Essential to the continuing success of a dual language program are administrative support and instructional leadership; a positive school environment; high quality instructional personnel with an instructional design promoting biliteracy; an ongoing program of professional development for teachers; a balance of English and Spanish speakers in each classroom; parent involvement, long-term parent commitment, and home-school collaboration.</i></p>	<p>Language minority students are integrated with native English speakers in an environment that explicitly values the language and culture of the student and that treats equally all students regardless of language or ethnic background.</p> <p>Teachers are certificated and are bilingual in English and Spanish. Teachers openly engage in peer support activities to help each other improve language skills by correcting each other and discussing syntax and morphology of language. Teachers hold conferences with parents corresponding with reporting periods to discuss progress and are available daily by phone, voice-mail, and e-mail. MLC hosts parent education opportunities in both languages, helping empower parents to support student literacy and achievement.</p> <p>MLC’s social studies curriculum features a discovery model in which students investigate deeply into enriching and engaging social studies themes. These themes are interwoven into learning in all academic subject areas and enriched through experiences in the arts. Because the content and learning process embedded in the curriculum is so engaging, it stimulates students to express themselves—in both their first and second language.</p> <p>MLC offers high quality professional development for teachers including full-day workshops, on-site coaching and professional learning communities.</p>
<p>Growth Mindset Ideology</p> <p><i>Teachers must identify effective strategies that can enhance learning by (1) supporting and sustaining children’s efforts towards their academic goals and empower students to (2) self-motivate when presented</i></p>	<p>MLC curriculum has integrated Growth Mindset ideology for students, parents, teachers, and staff, both academically and socially. These efforts create a learning environment that supports the cognitive flexibility and grit necessary to learn two languages in addition to class content. Students learn to become aware of their own learning processes. Additionally, MLC supports the growth and evolution of their teachers and staff so that they too, are aware of the learning process and are empowered to adapt to challenges in their respective roles.</p>

Research	MLC Educational Program
<p><i>with challenges. The concept of Mindsets refers to implicit beliefs about the malleability of intelligence, and specifically how people perceive their own and others' intelligence. The concept of a "Growth Mindset" suggests intelligence can improve with effort.</i></p> <p><i>When children are taught about their own active role in the construction of their cognition and knowledge base, they are more inclined to embrace curriculum that increases in difficulty and thrive</i></p>	<p>MLC classrooms utilize growth mindset ideology as a mechanism to support all areas of learning. MLC consistently utilizes this ideology to provide students with innovative curriculum designed to empower a variety of learners for academic success. Students are provided with lessons and opportunities to increase and foster Growth Mindset ideology across each grade level. Examples of this ideology include (a) praising effort instead of the result, (b) that the brain is a muscle and can grow with practice and effort, and that (c) failure is an opportunity for learning and growth.</p>

8. LCFF Goals

LCFF STATE PRIORITIES						
GOAL #1						
MLC recruits and retains highly qualified teachers and specialists that embrace the school philosophy, culture, and educational program				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. Participate in annual recruitment activities including job fairs and utilize resources such as Handshake for recent college graduates and Selected for national outreach 2. Host an annual Recruitment Event – for para-educators and teachers to identify current and future candidates 3. Continue implementation of Teacher Residency Grant partnership with CSUN – to recruit and engage bilingual teacher residents and student teachers at MLC 4. Utilize Local Solutions grant funds to support paraprofessional pursuit of Education Specialist Credentials 5. Support potential teachers on staff with training and educational opportunities 6. Provide BTSA mentorship and induction enrollment for teachers with preliminary credentials. 7. Survey teachers annual using Panorama Education tools to assess culture and climate and needs. 8. Engage teachers and instructional staff in stakeholder conversations with Executive Director 9. Provide coaching to teachers and instructional staff from Principal, Dean of Culture, and Teacher Instructional Coach 10. 90 Day Orientation to new teachers - Create professional growth goals, ongoing coaching, formal and informal observations 						
Expected Annual Measurable Outcomes						
Outcome #1: One credentialed general education and/or education specialist per year will be hired through MLC career pipeline (e.g. Teacher Residency Program) Metric/Method for Measuring: Number of credentialed teachers/specialists hired through MLC career pipeline						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	1	1	1	1	1	1
Outcome #2: MLC will retain 90% of teachers from the previous year.						

Metric for Measuring: Number of teachers retained from previous year.						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	75%	80%	80%	85%	85%	90%
Outcome #3: Percentage of teachers answering favorably on annual survey questions regarding feedback and coaching increases by 10 percentage points each year of the charter term. Metric/Method for Measuring: Panorama Surveys						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
(Schoolwide)	51%	61%	71%	81%	91%	100%
GOAL #2						
MLC improves implementation of a K-8 NGSS aligned science program in English and Spanish.				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. Adopt Stem Scopes Curriculum K-8 2. Provide Training in Stem Scopes Curriculum 3. Provide training in NGSS to all staff 4. Continue university grant partnership with CSUN to engage science residents as specialists to support instruction 5. Develop and sustain community partnerships with local science organizations						
Expected Annual Measurable Outcomes						
Outcome #1: All teachers of science will receive training in NGSS Standard and Curriculum. Metric/Method for Measuring: Percentage of Staff Receiving Training						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: All staff will have access to NGSS aligned curriculum resources and materials. Metric/Method for Measuring: Percentage of staff with resources						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: Students in grade 5 will demonstrate growth on the California Sciences Test. Metric/Method for Measuring – Students achieving met or exceeded standard on CAST tests						

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	40%	42%	43%	44%	45%	46%
English Learners	0%	2%	3%	4%	5%	6%
Socio-economic Disad/Low Income	25%	27%	28%	29%	30%	31%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	0%	2%	3%	4%	5%	6%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	35%	37%	38%	39%	40%	41%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #4: Students in grade 8 will demonstrate growth on the California Sciences Test.						
Metric/Method for Measuring – Students achieving met or exceeded standard on CAST tests						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	42%	44%	45%	46%	47%	48%
English Learners	28%	30%	31%	32%	33%	34%
Socioeconomic Disad./Low Income	37%	38%	39%	40%	41%	42%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	0%	2%	3%	4%	5%	6%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	43%	45%	46%	47%	48%	49%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
GOAL #3						
MLC students are demonstrating growth in literacy in English and Spanish according to theory and practice of a K-8 90:10 dual language immersion program				Related State Priorities:		
				<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						

1. Adopt ENIL/IRLA assessment and reading instructional materials
2. Train staff in use of ENIL/IRLA assessment and reading program
3. Purchase leveled reading books in English and Spanish for students based on needs
4. Provide students with Book Bags – so they can develop an at-home collection and foster a culture of literacy at home.
5. Expand implementation of Esperanza and Wilson reading programs by acquiring necessary materials as needed
6. Train staff in use of ENIL/IRLA, Esperanza and Wilson reading programs.
7. Provide parent literacy workshops so support can be maintained at home at all levels.
8. Create strategic Tier I and II Intervention groups to support reading in Spanish and English.

Expected Annual Measurable Outcomes

Outcome #1: There will be an increase each year in the percentage of students starting at MLC in Kindergarten reading at grade level in Spanish by end of second grade.

Metric/Method for Measuring: ENIL Reading Assessment in Spanish - Baseline will be established in SY 2020-2021 for all students and subgroups

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
English Learners	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Socioeconomic Disad./Low Income	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*

Outcome #2: Students in grades 3-4 will demonstrate growth on reading assessments in Spanish.

Metric/Method for Measuring: ENIL Reading Assessment - Baseline will be established in SY 2020-2021 for all students and subgroups.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%

English Learners	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Socioeconomic Disad./Low Income	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #3: Students in grades 5-8 will demonstrate growth on reading assessments in English Metric/Method for Measuring: IRLA Reading Assessment – Baseline will be established in SY 2020-2021 for all students and subgroups						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (School-wide)	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
English Learners	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Socioeconomic Disad./Low Income	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	Baseline	Baseline + 1%	Baseline +2%	Baseline e+ 3%	Baseline + 4%	Baseline + 5%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #4 Students enrolled in Esperanza Reading Intervention will show growth in Spanish Reading Metric/Method for Measuring: ENIL reading assessment - Baseline will be established in SY 2020-2021 for all students and subgroups						

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School-wide)	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
English Learners	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Socioeconomic Disad./Low Income	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*

Outcome #5 Students enrolled in Wilson Reading Intervention show growth in reading English.

Metric/Method for Measuring: IRLA reading assessment. Baseline will be established in SY 2020-2021 for all students and subgroups.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
English Learners	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Socioeconomic Disad./Low Income	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	Baseline	Baseline + 1%	Baseline +2%	Baseline + 3%	Baseline + 4%	Baseline + 5%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*

GOAL #4						
MLC students developmentally master the Eight Common Core Mathematical Standards, demonstrating annual cohort growth	<div style="display: flex; justify-content: space-between;"> <div> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 </div> <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 </div> </div> <div> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. . Adopt Cognitively Guided Instruction (CGI) math curriculum and methodology K-5 2. Continue implementation of College Preparatory Math (CPM) in grades 6-8. 3. Provide training and continuous coaching to teachers in CGI in partnership with the UCLA Math Project 4. Providing training and continuous coaching to teachers in CMP for grades 6-8 5. Providing training in MLC math curriculum and methodologies to paraprofessional staff so they can support instruction 6. Employ a single-subject math teacher to all for the instruction of Algebra in 8th grade 7. Provide workshops for parents in MLC Math methodologies so parents can support at home 						
Expected Annual Measurable Outcomes						
Outcome #1 Students in grades 3-5 will demonstrate growth in math. Metric/Method for Measuring:. MAP Assessments						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	69%	71%	72%	73%	74%	75%
English Learners	68%	70%	71%	72%	73%	74%
Socio-Economic Disad./Low Income	64%	66%	67%	68%	69%	70%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	61%	62%	63%	64%	65%	66%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	70%	72%	73%	74%	75%	76%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #2 Students in grades 6-8 will demonstrate growth in math Metric/Method for Measuring:. MAP Assessments						

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	75%	76%	77%	78%	79%	80%
English Learners	74%	75%	76%	77%	78%	79%
Socio-Economic Disad/Low Income	75%	76%	77%	78%	79%	80%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	74%	75%	76%	77%	78%	79%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	76%	77%	78%	79%	80%	80%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #3: The percentage of students ready for Algebra 1 by 8 th grade will increase annually. Metric/Method for Measuring:. State Tests and MAP Assessments						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School-wide)	41%	43%	44%	45%	46%	47%
English Learners & RFEP	29%	31%	32%	33%	34%	35%
Socio-Economic Disad/Low Income	26%	28%	29%	30%	31%	32%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	13%	15%	16%	17%	18%	19%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	42%	44%	45%	46%	47%	48%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*
Outcome #4: 100% of staff who are teaching math trained in CGI or CPM curriculum methodologies Metric/Method for Measuring: # of teachers trained						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School-wide)	25%	100%	100%	100%	100%	100%
GOAL #5						

MLC engages students and staff in fostering a school climate and social emotional learning that is grounded in MLC’s five standards: respectful, safe, caring, responsible, and tolerant	<div> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. . Continue adoption of Empowering Education SEL curriculum 2. Continue partnership with Education First for grants and technical assistance in maintaining a positive school culture and equity for all. 3. Utilize Panorama Education assessment tools 4. Implement attendance campaigns. 5. Allocate daily instructional time for SEL K-8 6. Provide training for all staff in SEL Practices – including: Circle, Restorative Discipline, Mindfulness, Growth Mindset, etc. 7. Conduct student focus groups sessions K-8 to assess and address needs 8. Continue partnership with Anti-Defamation League in implementation of No Place for Hate Campaign. 9. Share outcomes with MLC community. 						
Expected Annual Measurable Outcomes						
Outcome #1: 96% Average Daily Attendance Metric/Method for Measuring:. Power School attendance tracking						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	96%	96%	96%	96%	96%	96%
English Learners	96%	96%	96%	96%	96%	96%
Socio-Economic Disad/Low Income	96%	96%	96%	96%	96%	96%
Foster Youth*	96%	96%	96%	96%	96%	96%
Students with Disabilities	96%	96%	96%	96%	96%	96%
African American Students*	96%	96%	96%	96%	96%	96%
Filipino Students*	96%	96%	96%	96%	96%	96%
Latino Students	96%	96%	96%	96%	96%	96%
Students of Two or More Races*	96%	96%	96%	96%	96%	96%
White Students*	96%	96%	96%	96%	96%	96%

Outcome #2: of the *percentage* of students answer favorably in survey and focus group questions on School Climate increases each year.

Metric/Method for Measuring:. (Panorama Education)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	55%	58%	61%	64	67%	70%
English Learners	58%	61%	64%	67%	70%	73%
Socio-Economic Disad/Low Income	63%	66%	69%	72%	75%	78%
Foster Youth*	*	*	*	*	*	*
Students with Disabilities	44%	47%	50%	53%	56%	59%
African American Students*	*	*	*	*	*	*
Filipino Students*	*	*	*	*	*	*
Latino Students	52%	55%	58%	61%	64%	67%
Students of Two or More Races*	*	*	*	*	*	*
White Students*	*	*	*	*	*	*

GOAL #6

MLC engages families to participate in school wide decision-making, parent education workshops and student-related exhibitions and meetings

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☐ 6

Local Priorities:

- ☐
☐

Specific Annual Actions to Achieve Goal

1. . Annual scheduling of Advisory Council and ELAC meetings
2. Provide Parent Education in topics of need: literacy, social emotional learning, growth mindset, motivation and engagement, positive discipline, etc.
3. Host and encourage participation of student exhibitions and performances.
4. Utilize parent communication platforms to share strategic plans and school-wide initiatives.
5. Host Parent Forums and/or Town Halls to engage parents
6. Assess parent needs through focus groups and/or surveys.

Expected Annual Measurable Outcomes

Outcome #1 – MLC offers a minimum of five parent education opportunities per year.

Metric/Method for Measuring:. Scheduled parent education courses or webinars

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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All Students (Schoolwide)	3	4	4	5	5	5
Outcome #2: MLC Advisory Council and ELAC hold a minimum of 4 meetings per year						
Metric/Method for Measuring:. Advisory and ELAC meeting minutes						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	4	4	4	4	4	4
Outcome #3 – 70% of parents respond to annual surveys.						
Metric/Method for Measuring: Survey data						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	50%	55%	58%	62% %	66%	70%

**Subgroup not numerically significant at this time*

9. MLC's Goals for Achieving Self-Motivated, Competent, Lifelong Learners

- Students become bilingual and bi-literate in Spanish and English and reach adult levels of literacy by the eighth grade.
- Students develop global competencies and mastery of social justice standards.
- Students demonstrate annual academic growth in Spanish and English.
- Students develop social emotional competencies.
- Children and their families develop pro-social sensitivity to and deepen their understanding of other cultures.
- Students develop problem solving, creative, and analytical thinking skills.
- Students deepen understandings and express themselves through the visual, performing, and media arts.
- Students become citizens who are responsible, respectful, safe, caring, and tolerant.
- Teachers are accountable for the success of the educational program and student achievement.
- Teachers, staff, parents, students, and community partners work together to achieve school-wide goals.

Instructional Design

10. Curricular and Instructional Design Supported by Educational Theory and Practice

Dual Language Education—in Theory and Practice

Dual language programs combine the best of bilingual education for language minority students with immersion education for language majority students. Emerging results of studies of dual language programs point to their effectiveness in educating nonnative-English-speaking students; their promise of expanding our nation's language resources by conserving the native language skills of minority students and developing second language skills in English-speaking students; and their hope of improving relationships between majority and minority groups by enhancing cross-cultural understanding and appreciation. (The National Center for Research on Cultural Diversity and Second Language Learning).

MLC's goals in implementing this program are that students will:

- develop high levels of proficiency in English and Spanish.
- perform at or above grade level in academic areas in both languages by fifth grade and build toward adult levels of literacy by eighth grade.
- demonstrate positive cross-cultural attitudes and behaviors and high levels of self-esteem.

The elements of a successful dual language program include the following:

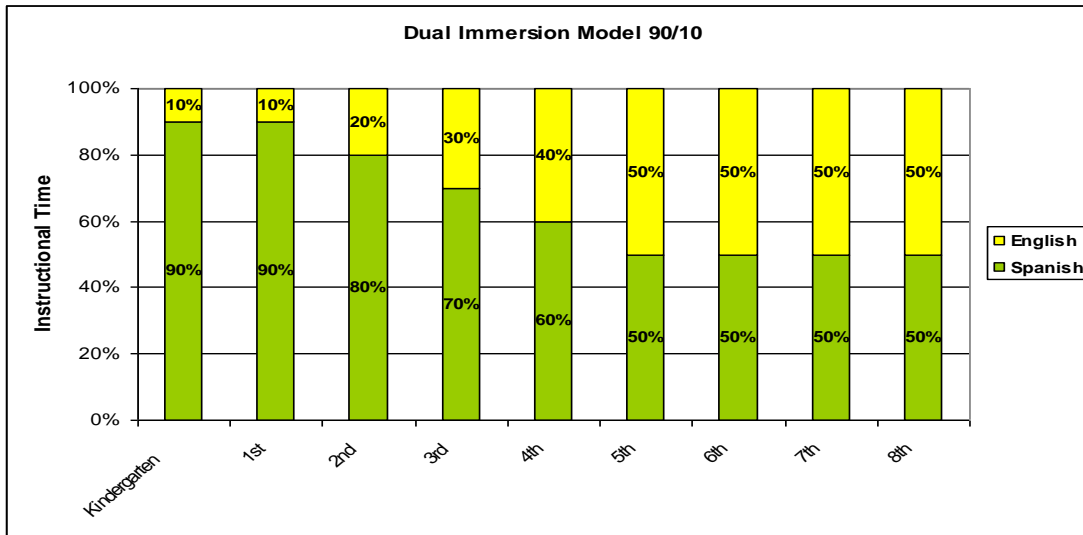
- Administrative Support/Instructional Leadership
- Positive School Environment
- High Quality Instructional Personnel
- Professional Development/Teacher Training
- Instructional Design Promotes Bi-literacy
- Student ratios (a balance of English and Spanish speakers in each classroom)
- Parent Involvement and Home/School Collaboration
- Duration of program
 - Requires long term commitment on the part of parents
 - Five to seven years to see full benefit

Literacy in Two Languages at MLC

The Multicultural Learning Center is committed to developing literacy in two languages—English and Spanish—for children enrolling in kindergarten or first grade and continuing through eighth grade. Within nine years, children will be literate in all aspects of both languages—reading, writing, listening, and speaking—reaching adult levels of literacy in the middle school grades.

Dual Language education levels the playing field for all learners—and gives both native English and native Spanish speakers the gift of two languages. Dual Language education is a process—it takes five to seven years for students to become bilingual and biliterate in both languages and to develop academic achievement at grade level in both languages. While we are meeting the needs of all students, especially our largest sub-group (Hispanic), the longer students are in the program, the more success they demonstrate. Through engaging, thematic, hands-on curriculum, and interventions our dual language education program is closing the achievement gap.

The following chart shows the percentage of time students receive instruction in Spanish and English by grade level. These are not daily percentages but are averaged out over the course of the week. This flexibility allows teachers to meet all grade level standards and requirements for their students and schedule time with specialists who may be monolingual.



In Kindergarten and first grade students receive 90% of instruction in Spanish and 10% in English. Reading, Writing, Math, Social Studies and Science are taught in Spanish. Teachers team teach and students have a different teacher for Spanish and English. During English Time, (30-40 minutes per day) students develop listening and speaking skills in English and develop vocabulary as they interact with learning themes they experience in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In second grade students receive 80% of instruction in Spanish and 20% in English. Reading, Writing, Math, Social Studies and Science are taught in Spanish English. Teachers team teach and students have a different teacher for Spanish and English. During English time, (50-60 minutes per day) students develop listening and speaking skills, develop English vocabulary and are exposed to English print resources aligned with Social Studies and Science themes. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In third grade, students receive 70% of instruction in Spanish and 30% in English. Teachers team teach and students have a different teacher for Spanish and English. English time is dedicated primarily to Reading, Writing, and ELD. This is students' first formal experience in reading and writing English with interdisciplinary connections made to social studies and science within their reading and writing units. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In fourth grade, students receive 60% of instruction in Spanish and 40% in English. Reading and Writing, and History/Social Studies is taught in both languages, math is taught in English and Science is taught in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In fifth grade, students receive 50% of instruction in Spanish and 50% in English. Reading and Writing, and History/Social Studies is taught in both languages, math is taught in English and Science is taught in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In grades 6-8, students receive instruction of math and science in English. Their Humanities Block is integrated English Language Arts and History Social Studies and taught in both languages.

Staffing the Dual Immersion Program

Teachers are recruited and hired based on ability to teach in a dual immersion program. The majority of teachers provide instruction in both English and Spanish. On occasion a strong monolingual teacher will teach in one language and be partnered with another teacher in the same grade level to provide instruction in the other language. This can only occur in the upper grades where the percentages of language instruction are more balanced (e.g. 60/40 or 50/50). In middle school, teachers mainly possess multiple-subject credentials, although some may also possess single-subject credentials in a specific area such as Algebra, which requires a single-subject credential. Middle school humanities teachers teach students an integrated course of English, Spanish, and History/Social Studies, while subjects like math and science are geared more toward single-subject teachers. Teachers collaborate and have common planning time in order to make thematic connections across all curriculum areas. MLC has been fortunate to receive a Teacher Residency Grant for bilingual teachers from the CTC in partnership with California State University, Northridge. This grant has allowed us to fund Teacher Residencies and significantly impact our ability to employ and train teachers for the dual immersion program.

Research Supporting Dual Immersion Programs (Source: Kathryn Lindholm-Leary, 2015)

An important rationale for dual language instruction stems from a growing body of research showing that advanced levels of bilingual proficiency are associated with several significant language and cognitive advantages (for reviews, see Heredia & Altarriba, 2014; Bialystok 2008; de Groot, 2011). Many parents are very aware of these cognitive advantages and search out dual language programs so that their children can reap some of these advantages.

An additional rationale for promoting bilingualism in students, both ELL and native English speakers, is in the other benefits that students can derive in their career development. In a review of research on the impact of bilingualism in the U.S. labor market, Callahan and Gándara (2014) conclude that “Bilinguals in the new generation will more readily find jobs and many will make more money over their lifetimes as a result of their linguistic skills” (p. 289). In addition, 11 states have adopted (and 15 other states are considering) a policy that provides a Seal of Biliteracy on students’ high school diploma when students demonstrate attainment of proficiency and literacy in two or more languages. Such acknowledgment on the student’s diploma can also enhance their college entrance potential.

The California Department of Education has reiterated its commitment that California students become proficient in one or more foreign languages in their new World Language Content Standards for California Public Schools. They state:

In order to succeed in the 21st century, today's students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English, and in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. In order to succeed in our interconnected world, California's students need to use language and cross-cultural communication skills effectively.

In dual immersion programs, instruction is provided through ELs' home language along with English for varying amounts of time and during certain grade levels. The rationale for these programs, generally speaking, is derived from diverse theoretical domains, including linguistics, social sciences, and school effectiveness. As a group, ELs generally perform relatively poorly on tests related to all areas of the curriculum administered in English. If they are to catch up to native English-speaking students who are advancing in achievement each year, they must make **more** academic progress per year than English-speaking students. Moreover, they must make accelerated progress for several consecutive years in order to eventually close the achievement gap. In a well-implemented dual language program, academic growth is accelerated because academic instruction is delivered in the students' home language and, thus, content is more accessible than when content is taught only through English.

Developing EL students' home language so that it is commensurate with their cognitive development during the school years is crucial to academic success because strong academic language skills in the home language facilitate the acquisition of academic language skills in English. There is considerable empirical evidence that acquiring a second language in an additive learning context, one in which the first language is not lost but promoted while students learn the second language, leads to uninterrupted cognitive development and, thus, increased academic achievement.

A related rationale for dual language/bilingual programs derives from a body of research that has emerged over the past two decades demonstrating that advanced levels of bilingual proficiency are associated with several significant language and cognitive advantages (e.g., Bialystok 2008; de Groot, 2011, Heredia & Altarriba, 2014). The advantages of bilingualism have been demonstrated in cognitive domains related to attention, inhibition, monitoring, and switching focus of attention. These are processes that are required during problem solving, for example, when students must: focus their attention when there is potentially conflicting information to be considered, select relevant information and inhibit processing of irrelevant information, and switch attention to consider alternative information when a solution is not forthcoming. Collectively, these cognitive skills comprise what are referred to as *executive control processes* and are located in the frontal lobe regions of the brain.

An advantage of bilingualism has also been demonstrated in domains involving metalinguistic awareness and literacy. Metalinguistic awareness is knowledge about the elements that make up

language; specifically, knowledge that language is made of individual sounds that can be combined, or blended, to form words that themselves can be combined in certain ways to form meaningful and grammatically correct sentences, among others. Metalinguistic awareness and especially awareness that words are made up of individual sounds that are combined in specific ways to produce words is important in the acquisition of reading and writing skills (National Reading Panel, 2000). Research has shown that bilinguals show an advantage over monolinguals on tasks that assess metalinguistic awareness (Bialystok, 2006). These findings have significant implications for educators because they argue for educational programs that provide substantive and continuous opportunities for ELs to develop bilingual competence in school so that they enjoy the language and cognitive advantages that result from high levels of bilingual ability.

Curriculum and Instruction

11. MLC Curriculum

Reader's Workshop and Writer's Workshop K-5 (Core/College Prep)

MLC teaches reading and writing in Spanish and English in grades through Reader's and Writer's Workshop developed at Teacher's College at Columbia University. The program design allows students to read and write at their own level and continue to grow and develop literacy skills in two languages. Readers and Writers Workshop is taught in Spanish in grades K-2 and in both languages beginning in third grade. Units of Study are aligned with the Common Core Standards for Language Arts as well as the *Estándares en Español*.

Components of this balanced literacy program include:

- mini-lessons to demonstrate strategies and skills
- independent reading and writing time
- reading and writing with partners
- small group instruction (guided reading, strategy lessons, special interventions)
- shared reading and interactive writing (teacher engages in reading or writing with students)
- word study (phonemic awareness, letter representation, pre-fixes and suffixes, word families, spelling and vocabulary)
- collaborative reading structures (reading clubs, reading centers)
- sharing and publishing writing
- ongoing student assessment of reading and writing skills and development
- Reading at Home Program

Reader's Workshop Units Grades K-5

Grades TK/K

- We are Readers (foundational)
- Super Powers: Reading with Print Strategies and Sight word power
- Bigger books, bigger reading muscles
- Becoming avid readers

Grade 1

- Building Good Reading Habits
- Learning About the World: Reading Nonfiction
- Readers Have Big Jobs to Do: Fluency, Phonics and Comprehension
- Meeting Characters and Learning Lessons: A Study of Story elements

Grade 2

- Second Grade Reading Growth Spurt
- Becoming Experts: Reading nonfiction
- Bigger Books Mean “Amping” Up Reading Power
- Series Book Clubs

Grade 3

- Building a Reading Life
- Reading to Learn: Grasping Main Ideas and Text Structures
- Character Studies
- Research Clubs: Elephants, Penguins, and Frogs, oh my!

Grade 4

- Interpreting Characters: The Heart of the Story
- Reading the Weather, Reading the World
- Reading History: The American Revolution
- Historical Fiction Book Clubs

Grade 5

- Interpretation Book Clubs: Analyzing Themes
- Tackling Complexity: Moving up Levels of Nonfiction
- Argument Advocacy: Researching Debatable Issues
- Fantasy Book Clubs: The Magic of Themes and Symbols

Writer’s Workshop Units Grades K-5

Grade TK/K

- Launching the Writing Workshop
- Writing for Readers
- How-to-Books: Writing to Teach Others
- Persuasive Writing of all Kinds: Using Words to Make a Change

Grade 1

- Small Moments: Writing with focus, detail and dialogue
- Nonfiction Writing Reviews
- From Scenes to Series: Writing Fiction

Grade 2

- Lessons from the Masters: Improving Narrative Writing
- Lab Reports and Science books
- Writing about Reading
- Poetry: Big Thoughts in Small Packages

Grade 3

- Crafting True Stories
- The Art of Informational Writing
- Changing the World: Persuasive Speeches, Petitions, and Editorials
- Once Upon a Time: Adapting and Writing Fairy Tales

Grade 4

- The Arc of Story: Writing Realistic Fiction
- Boxes and Bullets: Personal and Persuasive Essays
- Bringing History to Life
- The Literary Essay: Writing About Fiction

Grade 5

- Narrative Craft
- The Lens of History: Research Reports
- Shaping Texts: From essay and narrative to memoir
- The Research-Based Argument Essay

EL Education - Reading and Writing Grades 6-8 (Core/College Prep)

In grades 6 – 8th MLC uses EL Education to guide the instruction of reading and writing in English and Spanish. At the heart of the curriculum are the module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout.

Each unit includes two assessments – mid-year and end of unit. The curriculum was built using the principle of backward design starts with identifying what we want students to know and be able to do at the end of each module. The last unit of each module, Unit 3, culminates with a performance task. What students learn in Units 1 and 2 helps them prepare for this performance task.

Following are examples of curriculum maps for Grades 6-8.

Sixth Grade Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Reading for Research and Writing an Argument
Module Title	Myths: Not Just Long Ago	Rules to Live By	Voices of Adversity	The Land of the Golden Mountain	Sustaining the Oceans	Insecticides: Costs vs. Benefits
Description	Students study the purposes and elements of mythology. Students read Rick Riordan's <i>The Lightning Thief</i> with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology. As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.	How do people formulate and use "rules" to improve their lives and communicate these "rules" to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, not Buddy</i> , analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own "rules to live by" and then write an essay to inform	Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research-based unit on the Middle Ages. They break into expert groups to read closely about one demographic group in order to write an informational essay based on their research. Students then move on to read literature: <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , in order to identify the various adversities faced by this cast of characters and to examine the author's craft. To conclude the unit students move into modern voices of adversity by reading concrete poems in the books <i>Blue Lipstick</i> and	Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep's <i>Dragonwings</i> , they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the	Students study how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. They read Mark Kurlansky's <i>World without Fish</i> , and analyze how point of view and perspective is conveyed, and trace the idea of fish depletion throughout the text. Students also read <i>Flush</i> , a high-interest novel and excerpts of an interview with author Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel. To conclude the module	Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful's Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with

		about one important “rule to live by.”	<i>Technically, It’s Not My Fault</i> and write their own text about adversities faced by sixth-graders.	early 1900s.	students write an informative consumer guide about buying fish to be put in a grocery store	evidence.
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Seventh Grade Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Reading and Research	Reading and Research
Module Title	Journeys and Survival	Working Conditions	Identify and Transformation : Then and Now	Slavery: The People Could Fly	Screen Time and the Developing Brain	Water Is Life
Description	Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i> , analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then	Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on <i>Lyddie</i> (about a girl who works in the Lowell mills); they write an argument essay about Lyddie’s choices around joining a protest over working conditions. Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally,	Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first- person narratives that focus on various social identifiers—from race to gender to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play’s main character, Eliza Doolittle. To conclude the module students analyze the impact	This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his <i>Narrative</i> , focusing on his message as well as the author’s craft. Finally, they select one episode from the <i>Narrative</i> and rewrite it as a children’s story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a	Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the module by writing a position paper, and	Students explore water sustainability, fresh water management. They read “Water is Life” and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management. Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision- making process to take a position. Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?

	combine research about Sudan with quotes the novel and craft a research- based two-voice poem.	a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry.	of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a “counter ad” that does not rely on gender-specific stereotypes.	mentor text.	creating a visual representation of their paper.	
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Eighth Grade Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Research, Decision-Making, and Forming Positions
Module Title	Finding Home: Refugees	Taking a Stand	<i>A Midsummer Night's Dream</i> and the Comedy of Control	Japanese-American Relations in WWII	The Civil Rights Movement and the Little Rock Nine	Sustainability of World's Food Supply
Description	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10- year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i> , by Harper Lee. They engage in a character study of Atticus— analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the	Students read and analyze Shakespeare's <i>A Midsummer Night's Dream</i> , focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences	Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese-American who was interned in a relocation camp in the United States. To build background knowledge, students read	Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to

home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.	theme of "The Golden Rule" is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their script remains true to but also veers from the original text	between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters in <i>A Midsummer Night's Dream</i> to creatively explain his or her attempts to control or manipulate someone else in the play.	primary source documents. They contrast FDR's response to the Pearl Harbor attack in his "Day of Infamy" speech with the Japanese response in the "Fourteen-part Message." Finally, students analyze how Zamperini and Okubo faced others' attempts to make them "invisible" during their imprisonment or internment, and how Zamperini became "visible" after the war. For their culminating writing task, students write a research-based narrative that tells the story of how Okubo, too, regained her life and became "visible" again.	depicting the Little Rock Nine. Students finish the module by choosing four photographs to lift up as key events to include in a film about the Little Rock Nine, and a song for a film soundtrack. For their final performance task, students present and justify their photograph and song choices.	food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan's four food chains would you choose to feed the United States? Why?
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English Language Development (Core/College Prep)

The California English Learner Roadmap and ELD Framework and Standards are used to guide instruction and develop individualized learning plans for EL students based on their ELPAC levels.

Language development occurs consistently in and through the instruction of all content areas and is integrated across the full curriculum. In addition, we provide strong content-based ELD for students. The integrated ELD is embedded in every subject and in every grade level when instruction is in English. The skills taught are the four literacy components reading, writing, listening and speaking. Teachers model what academic discourse sounds like and create strategies to support students with their own academic discourse. Other examples of skills taught are using anchor sentences/questions, sentence starters, and transition words and phrases.

Students learn to be critical thinkers by teaching them how to ask and develop their own inquiry questions.

MLC provides a standards-based, rigorous and intellectually engaging curriculum with instructional scaffolding for comprehension, participation and mastery. MLC's curriculum is provided in two languages and aligned with state standards. MLC selects curriculum resources that are 1) high quality; 2) standards-aligned; 3) authentic to the language they are written in; 4) allow for a constructivist approach; 5) flexible, allowing teacher creativity; 6) anti-biased and culturally relevant.

As examples, MLC uses Readers and Writer's Workshop which allows students to read and write at their own level while learning and mastering grade level standards. In math we use College Preparatory Math in middle school grades, which fosters problem-solving and application of math skills. In elementary grades, we are moving toward Cognitively Guided Instruction (CGI) through a partnership with the UCLA Math Project. Throughout the core subject areas, students experience learning in and through the visual and performing arts supported by specialists and artists-in-residence to develop literacy and different ways of accessing curriculum concepts and expressing new understandings through the arts.

MLC prioritizes resources to support the conditions required to address EL Needs. For example, we have a leveled library of books in Spanish and English, differentiated curriculum models and materials, and reading intervention materials in Spanish and in English to address early and advanced literacy challenges. For intervention in Spanish, MLC uses *Esperanza* – a Spanish multisensory structured language approach for reading, writing, and spelling and the only Orton-Gillingham program in Spanish, provided by the Valley Speech, Language and Learning Center (<https://www.valleyspeech.org/esperanza>). In English, MLC uses the Wilson Reading System, a structured literacy program based on the phonological-coding research and Orton-Gillingham principles (<https://www.wilsonlanguage.com/programs/wilson-reading-system/>).

In Kindergarten and first grade students receive 90% of instruction in Spanish and 10% in English. Reading, Writing, Math, Social Studies and Science are taught in Spanish. Teachers team teach and students have a different teacher for Spanish and English. During English Time, (30-40 minutes per day) students develop listening and speaking skills in English and develop vocabulary as they interact with learning themes they experience in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In second grade students receive 80% of instruction in Spanish and 20% in English. Reading, Writing, Math, Social Studies and Science are taught in Spanish English. Teachers team teach and students have a different teacher for Spanish and English. During English time, (50-60 minutes per day) students develop listening and speaking skills, develop English vocabulary and are exposed to English print resources aligned with Social Studies and Science themes. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In third grade, students receive 70% of instruction in Spanish and 30% in English. Teachers team teach and students have a different teacher for Spanish and English. English time is dedicated

primarily to Reading, Writing, and ELD. This is students' first formal experience in reading and writing English with interdisciplinary connections made to social studies and science within their reading and writing units. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In fourth grade, students receive 60% of instruction in Spanish and 40% in English. Reading and Writing, and History/Social Studies is taught in both languages, math is taught in English and Science is taught in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In fifth grade, students receive 50% of instruction in Spanish and 50% in English. Reading and Writing, and History/Social Studies is taught in both languages, math is taught in English and Science is taught in Spanish. Using the prior knowledge gained in Spanish, students develop English skills through teacher guided exploration of mentor texts aligned with learning themes relating to social studies and science.

In grades 6-8, students receive instruction of math and science in English. Their Humanities Block is integrated English Language Arts and History Social Studies and taught in both languages.

STEMscopes K-8 (Core/College Prep)

MLC is following the Next Generation Science Standards in the teaching of science curriculum K-8. The Next Generation Science Standards focuses on three dimensions:

1. **Practice** - behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
2. **Crosscutting Concepts** – concepts which link the different domains of science including patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change.
3. **Disciplinary Core Ideas** – focusing instruction and assessment on most important aspects of science, meeting established criteria, and grouped in four domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science.

STEMscopes is aligned with NGSS Standards for Grades K-8. Key features of this curriculum include the following components:

Scientific Discourse and Depth of Knowledge (DOK)

The ability to read, interpret, and communicate information in the science classroom is a 21st Century NGSS skill embedded in the STEMscopes curriculum. Teachers have the power to guide students in rich scientific discourse through modeling, questioning, and feedback, while probing for deeper responses that help students explore their ideas more thoroughly.

Claim Evidence Reasoning (CER) Infographic

The CER process guides students to develop a deeper explanation than they would ordinarily provide. And teachers, when observing their students, can understand a student's grasp of scientific concepts, their ability to use appropriate and relevant evidence, and the thought process they used to justify how their evidence supports their claim.

STEMscopes Coding

Powered by Bitsbox, STEMscopes Coding teaches students how to build, share, and customize their own apps.

STEMscopes Streaming

In partnership with BBC Learning STEMscopes Streaming nourishes the students' minds with phenomena-based footage, science news, behind-the-scenes photography and integrated activities.

Dive-in Engineering

Playing make-believe should be part of every child's education. Co-created with New York Hall of Science, DIVE-in is a makerspace engineering curriculum that encourages students to play the part of an engineer as they develop solutions for real-world problems.

Kindergarten STEMscopes Curriculum:

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
HUMANS AND THE NEEDS OF ORGANISMS Animal Needs Plant Needs Reducing Human Impact	Students create a poster to protect the plants and animals in the rain forest from being affected by a hotel being developed.	What effect would humans building a hotel have on the plants and animals in the rain forest?
DEALING WITH WEATHER Weather Conditions Weather Patterns Weather Hazards Energy from the Sun	Students apply knowledge of weather conditions and the effects of the Sun in order to build a playground cover that protects against different types of weather.	How can we respond to different weather conditions and the effects of the Sun?
LIVING THINGS AND THEIR HABITATS Habitats Organisms' Impact on Environments	Students will write a story from the perspective of an animal moving into a new exhibit at the zoo.	How can an animal meet its needs in a man-made habitat?

Uses of Natural Resources		
USING FORCE TO CHANGE MOTION Pushes and Pulls Speed and Direction	Students will create a game using pushes and pulls.	How can we change an object's motion?

First Grade STEMscopes Curriculum

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
DESIGN FROM NATURE Parts of Animals Animal Survival Parts of Plants Plant Survival	Students will use what they learn about plant and animal structures to design a new tool.	How can humans learn from the way plants and animals use their external parts to survive?
PARENTS AND THEIR OFFSPRING Protecting the Young Animal Trait Inheritance and Variation Plant Trait Inheritance and Variation	Students will apply their knowledge of protective behaviors and of trait inheritance and variation with plants and animals by writing a segment for a wildlife TV show.	Do baby animals look exactly like their parents? Do new plants look exactly like the parent plant?
PATTERNS IN THE SKY Seasonal Patterns Patterns in Space	Students will apply their knowledge of the patterns of sunrise, sunset, and the motion of the Sun, Moon, and stars by creating a new alarm clock for the Space Museum gift shop.	What patterns do we see in the day and night sky?
COMMUNICATING WITH LIGHT AND SOUND Sound Behavior of Light Communication	Students will design a device that uses light and sound as a new form of communication.	How can light and sound be used to communicate?

Second Grade STEMscopes Curriculum

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
ORGANISMS–NEEDS AND INTERACTIONS What Plants Need Animal and Plant Dependence	The student's mission is to draw and label a restored habitat that was once destroyed by fire.	What do plants and animals need to survive, grow, and reproduce?

Diversity of Living Things		
DEALING WITH CHANGES TO THE EARTH Quick Changes to Land Slow Changes to Land Effects of Wind and Water	Students will determine what slow and fast changes to a landscape are changed by mudslides and come up with a prevention plan.	How do slow and fast changes to Earth affect the landscape?
MAPPING LAND AND WATER Mapping Our World Forms of Water on Earth	The student's mission is to create a map that includes icebergs, the coastline, islands, and any landforms visible from the ocean.	How can the shapes and types of landforms and water in an area be presented?
SELECTING AND USING MATERIALS IN THE DESIGN PROCESS Properties and States of Matter Properties of Materials Building Blocks of Matter Changes from Heat	The student's mission is to create lists of materials that have the ability to keep food and drinks cold, foods that do not change their state or shape when heat is added and then when they are re-cooled, and materials that, along with a backpack, could be used to make into a shelter. They will then create a blueprint of materials that could be taken on a rainy-day camping trip and that fit in the backpack.	Based on their physical properties, what materials are best suited to protect food and provide shelter on a rainy-day camping trip?

Third Grade STEMscopes Curriculum

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
ANIMAL DEVELOPMENT AND SURVIVAL Life Cycles Social and Group Behavior	The student's mission is to research an animal and its environment in order to create a diorama showing the plant and animal life cycles and the benefits of the animal living in a group.	What information can we display in a visitors' center about our new animal?
ENVIRONMENTS AND THE TRAITS OF ORGANISMS Inheritance and Variation of Traits Environmental Traits	The student's mission is to write and perform a play about an animal family's struggle to survive in a new environment.	How can an animal adapt to a new environment?

Adaptations Environmental Changes and Effects		
ORGANISMS CHANGE OVER TIME Plant and Animal Extinction Fossils Survival of the Fittest	The student's mission is to learn about how fossils can indicate what the animal looked like, where it lived, how its traits helped it survive, and what might have caused it to die. They will then design a poster showing what information the student learned about a specific fossil	What can a fossil tell us about its life and the environment in which it lived?
DEALING WITH HAZARDOUS WEATHER WORLDWIDE Weather and Climate Processes and Impacts of Natural Hazards	The student's mission is to develop a presentation for the community on how to reduce the impact of the high-risk weather that could occur in their community.	What information and suggestions can we give the community to help reduce the impact of high-risk weather in the area?
USING MAGNETIC FORCE Objects and Motion Electric and Magnetic Forces	The students will design a contraption for a new exhibit that will feature a series of balanced, unbalanced, and magnetic forces in order to move an object.	What happens when different objects interact?

Fourth Grade STEMscopes Curriculum

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
ORGANISM STRUCTURES AND BEHAVIOR Plant and Animal Parts Sense Receptors	The student's mission is to design a zoo that is organized by animals with the best sense receptors and to describe how having those sense receptors helps animals survive. In addition, students will design a scavenger hunt for students who go on field trips to the zoo.	How can we group organisms by their best sense receptors and describe how those sense receptors help the animals survive?
CHANGES OVER TIME TO EARTH'S SURFACE AND RESOURCES Rock Patterns	The student's mission is to create an ad to attract new workers to a coal-mining project.	What types of changes to Earth's surface have occurred over time, and why?

Changing Land Plate Tectonics Renewable and Nonrenewable Resources Natural Processes		
USING ENERGY TRANSFORMATIONS Energy Transfer and Electric Currents Transfer of Energy in Collision Energy and Speed Using Stored Energy	The student's mission is to develop an electrical warning system to alert astronauts on a spaceship of potential asteroid collisions.	The student's mission is to develop an electrical warning system to alert astronauts on a spaceship of potential asteroid collisions
COMMUNICATING USING WAVE ENERGY Motion of Waves Wavelength and Amplitude Light Reflection Information Technologies	The student's mission will be to create an emergency signaling system and show how it interacts with the eye or ear.	What system using light or sound to communicate could reach people over a distance?

Fifth Grade STEMscopes Curriculum

Units and Chapters	Bundle Performance Task	Anchoring Phenomena Driving Question
MATTER AND ENERGY FLOW IN AN ECOSYSTEM Energy Transfer Matter and Energy in Plants Food Webs Matter Cycles Ecosystems	The student's mission is to design a self-sustaining garden that provides food for the community.	How can a self-sustaining garden be designed to provide enough food for the community?
OBSERVING OUR SKY Earth's Rotation Observing the Stars Objects in the Sky Gravity	The students' mission is to design a planetarium combined with a thrill ride that lets people experience and learn about the Sun, the Moon, Earth, and the stars as well as the motions of Earth and the Moon.	How can a planetarium be designed in which people learn about space and the effects of gravity, rotation, and orbiting?

HUMAN IMPACT ON THE EARTH'S SYSTEMS Earth's Systems Interactions Water Sources Reducing the Human Footprint	The students' mission is to create a special TV news report that addresses the importance of fresh water on our Earth.	What role does water play on our Earth, and what steps can be taken to conserve it?
INTERACTIONS IN MATTER Matter Is Everywhere Properties of Matter Changes to Matter Mixtures	Students will use their knowledge of the properties of matter to design a plan for cleaning up the water supply after a tsunami.	How can we use the properties of matter to clean up water after a natural disaster?

Sixth Grade STEMscopes Curriculum

Bundles	Anchoring Phenomena	Scopes
SYSTEMS AND SUBSYSTEMS IN EARTH AND LIFE SCIENCE	How can models of systems help determine similarities and differences between Earth systems and living systems?	Cells Anatomy of a Cell Bodies & Systems The Water Cycle Influences of Weather & Climate
EARTH SYSTEM INTERACTIONS CAUSE WEATHER	How can models of thermal energy transfer help us understand the different kinds of weather in California	Ocean Currents Thermal Energy Transfer Kinetic Energy Energy Transfer & Temperature
CAUSES AND EFFECTS OF REGIONAL CLIMATES	Why is the climate different in different regions of the planet, and how do the differences in climate affect organisms?	Reproduction in Plants & Animals Growth of Organisms Sensory Receptors Inheritance & Genetic Variation Predicting Weather
EFFECTS OF GLOBAL WARMING ON LIVING SYSTEMS	Has global climate change impacted the water supply in Canada?	Human Impact on the Environment Human Activities & Global Climate Change

Seventh Grade STEMscopes Curriculum

Bundles	Anchoring Phenomena	Scopes
ORGANISMS AND NON-LIVING THINGS ARE MADE OF ATOMS	Do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to support future explorations of this planet?	<p>Competition in Ecosystems</p> <p>Organism Interactions in Ecosystems</p> <p>Human Dependence on Natural Resources</p> <p>Structure of Matter</p> <p>Changes in Energy on the Molecular Level</p> <p>Heat & Matter</p>
MATTER CYCLES AND ENERGY FLOWS THROUGH ORGANISMS AND ROCKS	How can humans successfully colonize Mars?	<p>Characteristics of Chemical Reactions</p> <p>Physical & Chemical Properties</p> <p>Modeling Conservation of Mass</p> <p>Thermal Energy in Chemical Reactions</p> <p>Introduction to Photosynthesis</p> <p>Energy Flow in Organisms</p> <p>Earth Materials</p>
NATURAL PROCESSES AND HUMAN ACTIVITIES SHAPE EARTH'S RESOURCES AND ECOSYSTEMS	How will the movement of continents affect the matter and energy flow within the new ecosystems?	<p>Relationship in Ecosystems</p> <p>Flow of Energy in Ecosystems</p> <p>Plate Tectonics</p> <p>Seafloor Spreading</p>
SUSTAINING BIODIVERSITY AND ECOSYSTEM SERVICES IN A CHANGING WORLD	How will geoscience processes affect biodiversity in Sunnyville, California, 40 years from now?	<p>Dynamic Nature of Ecosystems</p> <p>Ecosystem Biodiversity</p> <p>Geoscience Processes</p> <p>Weathering & Erosion</p> <p>Natural Hazard Predictions</p> <p>Synthetic Materials</p>

Eighth Grade STEMscopes Curriculum

Bundles	Anchoring Phenomena	Scopes
OBJECTS MOVE AND COLLIDE	How do unbalanced forces cause sports injuries?	Newton’s Third Law of Motion Changes in Force & Motion Gravitational Forces Kinetic Energy
NONCONTACT FORCES INFLUENCE PHENOMENA	How can an object influence the motion of another object without touching it?	Potential Energy Earth, Sun, & Moon System Formation & Motion of Galaxies The Solar System Electric & Magnetic Forces
EVOLUTION EXPLAINS LIFE’S UNITY AND DIVERSITY	How does the history of Earth and evidence of evolution give us clues about how Earth evolved and how species are similar and diverse?	Geologic History of Earth Fossil Record Embryonic Similarities Evolutionary History & Relationships Natural Selection Gene & Proteins Mutations Artificial Selection
SUSTAINING LOCAL AND GLOBAL BIODIVERSITY	How can interpreting waves be used to measure biodiversity?	Human Impact on the Environment Introduction to Properties of Waves Modeling Waves Through Various Mediums Properties of Visible Light Modeling Light Waves Digital vs Analog Signals

Cognitively Guided Instruction (CGI) K-5 (Core/College Prep)

Cognitively Guided Instruction (CGI) is a student-centered approach to teaching math. It starts with what students already know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students, asking smart questions, and engaging with their thinking – all with the goal of uncovering and expanding every student’s mathematical understanding. CGI enhances teachers’ ability to teach for understanding while making connections with the State Math

Standards.

Characteristics of a CGI classroom

Teachers Pose a Variety of Problems; Problem Solving is the Focus of Instruction

- CGI does not involve a particular class configuration, does not use a prespecified set of problems in a given sequence to teach the curriculum; and teachers are not limited to specific resources. One teacher might read a children's book to provide context for the story problems. Another could refer to a recent field trip to a city park. A third might use a textbook as a teaching resource.

Many Problem – Solving Strategies Are Used To Solve Problems

- Children are provided with multiple opportunities to decide how to solve problems. Teachers tell the children to solve the problems any way they can. They also encourage students to use any tools they want, in a way that makes sense to them and that they can explain or show.

Children Communicate with Their Teachers and Peers how they solved the Problems

- Perhaps the most striking feature of CGI is that teachers have a sense of ownership of this knowledge of children's thinking. It empowers them to make decisions, often on the spot. They know when to push, when to hold back, and how to make a problem easier or harder. They know how to support children to make sense of problems in their own ways. They know when to use a story problem and when not to. They know what problems to give next to support children's learning. They know how to listen.

Teachers Understand Children's Problem-Solving Strategies and use that Knowledge to Plan Instruction

- CGI teachers use their knowledge of problem types and solution strategies to make decisions about their curriculum. This knowledge helps them determine what each child understands and then decide how to help the child extend their understanding.

Resources used to guide teachers are:

- Children's Mathematics Cognitively Guided Instruction by Elizabeth Fennema
- Thinking Mathematically by Linda Levi, Megan Loef Franke, and Thomas P. Carpenter
- Extending Children's Mathematics Fractions and Decimals by Linda Levi and Susan B. Empson
- Becoming the Math Teacher You Wish You Had by Tracy Zager

College Preparatory Mathematics (CPM) Grades 6-8 (Core/College Prep)

CPM has developed curriculum and professional development for middle and high school math teachers with the goal of preparing students for higher level learning of mathematics in college. The three pillars of CPM Pedagogy are:

- Students learn more deeply when they discuss ideas with classmates

- Students learn ideas more usefully for other arenas when they learn by attacking problems—ideally from the real world.
- Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years.

These three principles (termed respectively as “cooperative learning,” “problem-based learning” and “mixed-space, practice”) have driven the development of the CPM textbooks.

Mind Research Institute – ST Math

Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction and identified by the CEO-led Change the Equation as one of just four STEM programs ready to scale nationally, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Students in K-5 use this curriculum to supplement learning in mathematics.

History and Social Sciences (Core/College Prep)

California History Social Science Framework

MLC is using the History Social Science Framework to guide our educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences. To support that effort and MLC’s focus on Global Education a variety of guidelines, standards and curriculum are utilized to develop an integrated curriculum around history and social sciences in a bilingual learning environment.

Social Justice Standards

The Social Justice Standards are a road map for anti-bias education. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—the Standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks’ four goals for anti-bias education in early childhood.

Anchor Standards and Domains of the Social Justice Standards are described below:

Identity Standards

1. Students will develop positive social identities based on their membership in multiple groups in society.

2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity Standards

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice Standards

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action Standards

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Different Ways of Knowing – Grades TK-2 (Core/College Prep)

MLC is using *Different Ways of Knowing (DWoK)*, a research-based instructional design developed by the Galef Institute as the core social studies curriculum in grades TK-2. It is a thematic social studies and language arts curriculum infused with the arts and rich with opportunities to build multicultural understanding. DWoK features a discovery model of learning that includes building on what you already know, doing research, developing expertise, and making connections to the community. Students pursue answers to their own questions and develop important skills by utilizing a variety of resources and by working individually and in small groups. This engaging curriculum offers many opportunities to integrate all academic content areas as well as the arts, technology, and community service.

The content themes in *Different Ways of Knowing* are aligned with content standards in social studies and also have opportunities for integration with Common Core reading and writing standards. Year Plans and Unit Plans reflect the inclusion of both content and language arts standards.

Kindergarten: Families Caring for One Another

A rich selection of literature is used with other learning activities including creative arts expression to help students gain a clear understanding and appreciation for four major ways family members care for one another—by providing shelter, food, clothing, and protection. Students synthesize and relate their new understandings to their own lives as they're challenged to identify and demonstrate quality caretaking.

First Grade: What's Up in Your Neighborhood?

What's Up in Your Neighborhood? invites children to delve into the diverse patterns of life that characterize their school neighborhood. As *cartographers* they build on their growing sense of place and spatial relationships and develop new geographical understandings. As *economists*, they discover how neighborhood workers and businesses help residents meet basic living needs. As *architects*, the children document the different building styles that provide shelter for neighborhood residents. As *ethnographers*, they investigate the cultural diversity of their neighborhood and appreciate the many different people who live and work together. As *naturalists*, the children closely observe the plant and animal life of the neighborhood and learn how human inhabitants impact the delicate balance of nature. As *historians*, the children learn more about how their school neighbors came to live in the neighborhood, and how and why the neighborhoods change over time. Finally, the children consider their own place and role in the neighborhood.

Second Grade: America's Family Stories

As students progress through *America's Family Stories*, they recognize similarities among families: love, respect, trust, and protection. They learn that families of long ago are much the same as today. They grow to appreciate that families from backgrounds vastly different from theirs share the same basic characteristics. At the same time they become aware of the richness inherent in our nation's cultural diversity. Each historical group who has come to America has

brought something unique to stitch into the great patchwork quilt that is America. Students learn that the history of America is contained within the stories of the lives of America's families. By hearing and understanding the individual voices, the children will better understand the grand story of America and their place within it.

In Grades 3-5, teachers utilize the same learning process in *Different Ways of Knowing* to build units aligned with the History/Social Sciences Framework as well as the Social Justice Standards and integration with reading and writing standards in two languages.

Thematic Units – Grades 3-4 (Core/College Prep)

Third Grade – Continuity and Change

Students in grade three learn about change over time specifically about Los Angeles. Change is a Universal Concept that is threaded throughout the school year. The Common Core History Standards, Literacy Standards, and NGSS standards are used to design interdisciplinary units.

Essential Questions guide the units to ensure students are challenged to see multiple perspectives, evaluate the ethics, and make connections with overarching Big Ideas. Primary and secondary resources along with field trips and guest speakers are brought into the classroom to provide the students with firsthand experience. For example, students learn the geographical features of Los Angeles using maps, graphs, and photographs. Starting with a field trip to La Brea Tar pits and culminating in a trip to downtown Los Angeles, students explore the ways Los Angeles has changed from the beginning of time until the present day. This year-long study is documented with writing, research, observations and reflection. Science is integrated into the curriculum by studying weather change and its effects on the land and living things. Students become aware of environmental issues that have caused these changes and are challenged to investigate how they can be resolved. Students learn the reasons for rules, laws and the role of citizenship. Additionally, students have the opportunity to practice petitioning a rule at school they feel can be changed in order to make the community a better place.

Fourth Grade – California A Changing State

In fourth grade, students learn about the evolution of California as a changing state. The Common Core History Standards, Literacy Standards, and NGSS standards are used to design interdisciplinary units. Essential Questions guide the units to ensure students are challenged to see multiple perspectives, evaluate the ethics, and make connections with overarching Big Ideas.

For example:

- Students learn about the natives of California and how they used the environment for food, tools and shelter.
- Students learn to interpret maps and explore the impact of earthquakes as an important part of California's geography.
- Students explore the Mission System and are guided with Essential Questions such as: Why did Spain establish missions? How did they gain control? How were people's lives affected by missions? How did the region change because of the mission system? In

addition students explore different perspectives and points of view through creative arts-integrated learning activities.

- Students discover how California becomes a state by exploring images that represent key events.
- They explore the life during the Gold Rush and who were the people, their customs, and culture.

TCI History Alive! Grades 5-8 (Core/College Prep)

In grade 5-8 students explore themes of economics, religion, culture, government, geography, architecture and art as they develop an understanding of ancient history, world history, and U.S. History. MLC uses an online social studies curriculum called History Alive! published by TCI. Students access resources and activities electronically as they explore early American History in Grade 5, the Ancient and Medieval World in grades 6 and 7 and United States History in 8th grade.

Physical Education (Core/College Prep)

Teachers with the support of paraprofessional staff in grades K-5 provide instruction in physical education according to the California State Standards and required minutes for their grade level. They focus on increasing student fitness levels, developing motor skills and coordination, as well as learning the rules of team sports and activities MLC students engage in during recess and lunch including basketball, soccer, volleyball, etc. Students in grades 6-8 receive physical education instruction from specialists with a focus on fitness and endurance, living a healthy lifestyle, and exposure to team sports. Grades are based on participation and meeting class expectations.

Intervention Curriculum

In order to meet the 90/10 dual language model of the Charter School , MLC offers a Spanish reading intervention program, Esperanza, to students in Kindergarten through 3rd grade and the Wilson Reading System to students in 4th grade and above.

Esperanza is the only Spanish Orton-Gillingham program in the world. The Esperanza program is a Spanish multi-sensory structured language approach for reading, writing, and spelling. The Esperanza program addresses the five components of effective reading instruction identified by the National Reading Panel's Research: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension in order to achieve Spanish literacy. This program has been used successfully with beginning readers in bilingual programs as well as with dyslexic Spanish-speaking students.

The Esperanza program has an early childhood program for Preschool and Kindergarten called Lenguaje y Lectura. This program focuses on early literacy skills. Its components include phonological awareness, the alphabetic principle, phonics, early writing skills, oral language, and comprehension.

The next level of the Esperanza program is designed for emergent readers in first and second grade. The goal of this level is to systematically and cumulatively develop a strong knowledge of the structure of the Spanish language so that the student can read, write, and spell in Spanish.

At MLC, the **Wilson Reading System** is designed for upper elementary students who require more intensive instruction due to a language-based learning disability, as well as those who are not making sufficient progress in Esperanza. When implemented with fidelity, this comprehensive program provides multisensory, structured instruction in all five areas of reading: phonemic awareness, word structure/phonics, fluency, vocabulary, and comprehension plus spelling. Wilson Reading System follows a ten-part lesson plan that addresses the following: decoding, morphology, the study of word elements, encoding and orthography (internalizing the rules that govern English), high-frequency word instruction, oral reading fluency, vocabulary, and comprehension. Wilson Reading System provides a systematic and cumulative approach to teaching total word structure for reading and spelling.

The Wilson Reading System aligns with guidelines from the International Dyslexia Association, which recommends that students with dyslexia receive: Explicit, direct, cumulative, intensive, and focused instruction on the structure of language; Multisensory learning using visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning of written language; and Consistent links made between the visual, auditory, and kinesthetic-tactile pathways in learning to read and spell.

SEL Curriculum

Empowering Education is a K-8 SEL curriculum that is research based and is aligned with the CASEL standards. The curriculum has 30 core lessons that engages students with stories, games, role-plays, and in depth discussions. The curriculum also incorporates mindfulness and trauma informed teaching. Students develop self-regulation skills, understand and maintain relationships, learn coping strategies, conflict resolution skills, perspective taking skills, growth mindset, and how our thoughts behaviors and emotions are connected. As of this upcoming school year, it will be available in English and Spanish. It also has home resources and lesson themes for parents.

12. Middle School Courses

The following chart describes a typical course outline for middle school.

Middle School Courses		
6 th Grade	7 th Grade	8 th Grade
Humanities – Integrated Course in Spanish Language Arts, English Language Arts and History	Humanities – Integrated Course in Spanish Language Arts, English Language Arts and History	Humanities – Integrated Course in Spanish Language Arts, English Language Arts and History
Mathematics	Mathematics/Algebra	Mathematics/Algebra/Geometry
Science/STEM	Science/STEM	Science/STEM
Physical Education	Physical Education	Physical Education
Elective*	Elective*	Elective*

*Elective courses are non-core and offered based on student need and interest. They can include for example course in the arts as well as leadership and student council.

13. Instructional Methods and Strategies Used to Deliver Curriculum

Reader's Workshop – K-5

Teachers use the Reader's Workshop Units of Study developed by Lucy Caulkins and are aligned with CCSS for Language Arts in their daily reading instruction. Mini lessons are developed using the units of students and students use their leveled books to apply strategies learned in the mini lessons. Teachers also utilize grade-level mentor texts and/or read-alouds to demonstrate reading strategies and develop literacy at grade level. With Reader's Workshop students are able to read leveled books that are "just right" for them in both languages.

Beginning in kindergarten and continuing through eighth grade teachers assess individual student reading levels in Spanish using ENIL (Estructura para la Evaluación del Nivel Independiente de Lectura) and in English using IRLA (Independent Reading Level Assessment Framework). Students choose from a large selection of leveled books according to those results.

During reading instruction, teachers provide the whole class with a mini-lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. In grades K-2 Reader's Workshop is implemented in Spanish and beginning in grade 3, it is implemented in both English and Spanish and students have leveled books in both languages. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals.

There is a lot of flexibility in terms of unit design and appropriate mini-lessons to address the specific needs of students at each grade level. At MLC, teachers collaborate to create and develop reading units and mini-lessons that build from year to year as students develop their early reading literacy and master academic vocabulary.

Writer's Workshop K-5

Writer's Workshop follows a similar philosophy and allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre aligned with grade level writing standards in Spanish in K-2 and in both languages beginning in 3rd grade. The Units of Study are integrated with writing and language arts standards to provide students with writing skill and knowledge, mastery of language conventions, as well as confidence as writers of different genre. The writing units are integrated into social studies and science during which there are many opportunities to write narratives, biographies, poetry, and research papers using appropriate academic vocabulary.

EL Education – Language Arts Grades 6-8

The principles of EL Education are as follows:

- **Equity Matters:** EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve

high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation upon which the entire curriculum rests.

- **Backward Design Means Planning with the End in Mind and Assessing Along the Way:** The guiding principle of backward design is straightforward. Designers must consider three questions:
 - At the end of a sequence of instruction, what will students know and be able to do?
 - What will proficiency look like and sound like?
 - How will we know when students are proficient?
- **Students Excel in Diverse and Inclusive Settings:** The EL Education curriculum recognizes that students learn from one another - and learn to respect one another - when they learn together in the same classroom. At the same time, students sometimes have needs that require differentiation. Curriculum materials provide tools and scaffolding to support and engage all learners.
- **Protocols and Conversation Cues Promote Student Thinking, Collaboration and Respect:** Clear and simple protocols make collaborative conversation rich and purposeful to students. Through collaborative conversations, students deepen their learning and come to appreciate the value of one another as individuals with diverse perspectives. Conversation Cues (questions that teachers can ask, such as “Can you say more about that?”) encourage productive and equitable conversations.
- **Students Own Their Own Learning:** Students using EL Education’s curriculum learn to see themselves as active learners with agency in their own education. With teachers’ guidance, they articulate specific learning targets (“I can...”) for every lesson. They learn to set goals, assess their own learning, and use feedback from peers, themselves and their teachers to make progress.
- **Emphasis on Habits of Character:** Character is one of EL Education’s three Dimensions of Student Achievement. Collaboration, perseverance, a growth mindset, and being able to set goals and reflect on them are all key aspects of strong social – emotional learning.
- **Families and Guardians are Partners:** EL Education’s curriculum welcomes students’ families and guardians as partners in educational journey.
- **Curriculum as Powerful Professional Development:** This curriculum helps teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching.

Balanced Literacy

MLC teachers use a Balanced Literacy approach.

- A philosophical orientation that assumes reading and writing achievement are developed through instruction and support in multiple environments by using various approaches that differ by level of teacher support and child control.
- A philosophy for reading and writing instruction that includes the best elements of both systematic and explicit phonics instruction, with a whole language base.
- Intentionally delivered instruction to help students who can read, write, listen and speak with increasing complexity across several disciplines.

- A program that includes community, home, and library involvement as well as structured classroom plans and the use of activities (read-alouds, guided reading, shared reading, and independent reading/writing).
- Whole language and more systematic phonics approaches to reading instruction is equal to a balanced instruction.
- A balanced approach to learning to read and write is essential.
- Nothing is better than reading and writing to develop reading and writing.
- Conversing with others to generate ideas is fundamental in learning to read.
- Most reading should be done with texts in which students will have high accuracy and good comprehension. This helps build fluency, stamina, and confidence.
- Comprehension, word study, fluency, and writing strategies are taught.

Library Studies

The emphasis of the library program in kindergarten and 1st grade is on introducing the children to the charter school library and helping them become more independent users of the library. The library program concentrates on listening and viewing skills and on literature appreciation. The children listen to many stories, both told and read, and discuss them together. They become familiar with classic picture books and stories and study favorite authors and illustrators. Students begin to learn about the range of materials available in the library and how to find them.

Every spring, students participate in the California Young Reader Medal selection process.

By the end of KINDERGARTEN, students should be able to:

- Choose books of interest from a pre-selected group of books
- Identify each of the following parts of a book: Cover and spine
- Recognize and define the terms title, author and illustrator
- Locate picture book and nonfiction sections of the library
- Be aware that information is available in many forms: book, computer, magazines etc.
- Begin to use non-print resources like Britannica School Edition with adult assistance

By the end of FIRST GRADE, students should be able to:

- Choose leisure reading materials of interest
- Identify each of the following parts of a book and use each to find information: title page and table of contents
- Identify the title, author, illustrator and call number of books
- Locate the online catalog
- Locate picture books on the shelf
- Identify picture books, fiction, and nonfiction sections of the library
- Begin to use non-print resources independently

Second graders' story time encourages the children's appreciation of literature and their interpretive skills with special emphasis on Caldecott, Pura Belpré, Coretta Scott King, and other major children's book award winners. Students delve more deeply into the organization and location of library materials and the use of the electronic catalog in order to become independent library users. They become more proficient in using digital resources.

Every spring, students participate in the California Young Reader Medal program.

By the end of SECOND GRADE, students should be able to

- Choose leisure reading materials of interest
- Identify each of the following parts of a book and use each to find information: title page, copyright page and table of contents
- Identify the title, author, illustrator, publication or copyright date, and call number of books
- Locate picture books independently
- Identify picture books, fiction, and nonfiction sections of the library
- Begin to use the online catalog through a visual search
- Extract needed information from a print or digital resource
- Produce a project such as a written report which presents information learned through research

Beginning research skills, including note taking are emphasized in third grade and the children are introduced to the great range of the library's resources, including appropriate websites. Location skills are also emphasized as the students become more familiar with the organization of materials in a library and how to retrieve them. Third grade students continue to enjoy book talks and folk and fairy tales from around the world.

Every spring, students participate in the California Young Reader Medal program.

By the end of THIRD GRADE, students should be able to:

- Use the online catalog to find library materials
- Locate books independently
- Identify picture books, fiction, and nonfiction sections of the library
- Begin to use the library catalog independently
- Extract needed information from print or digital resources
- Use a teacher or librarian selected website to find information
- Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents and index
- Choose leisure reading material of interest
- Produce a project such as a written report which presents information learned through research

The emphasis for 4th grade students and beyond is on helping them become more independent users of reference and research materials. The students work with basic reference sources, both print and digital, and learn how to locate, evaluate and use information that they need. They are encouraged to use the library's computers to solve reference questions. Students are further encouraged to expand their reading interests through genre studies and examination of Newbery, Pura Belpré, Coretta Scott King, and other award-winning literature. Students are encouraged to participate in the California Young Reader medal program independently throughout the school year.

By the end of FOURTH GRADE, students should be able to:

- Use the online catalog to find library materials
- Locate books independently
- Extract needed information from print or digital resources.
- Take notes from a website for information and identify the site's URL
- Follow a standard format to create a bibliography for each of these types of sources: book, encyclopedia article, website
- Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents, index and glossary
- Choose leisure reading material of interest
- Produce a project such as a written report or oral report which presents information learned through research

By the end of FIFTH GRADE, students should be able to:

- Use the online catalog to find library materials
- Locate books independently
- Extract needed information from print or digital resources
- Use an internet directory or search engine to locate websites useful for research
- Follow a standard format to create a bibliography for each of these types of sources: book, encyclopedia article, website and magazine
- Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents, index and glossary
- Choose leisure reading material of interest
- Produce a project such as a written report, oral report or PowerPoint presentation which presents information learned through research

Because the foundation of information literacy is formally grounded in elementary school, MLC's middle school students are empowered to be critical thinkers, skillful researchers, and ethical users of information. They continue to hone these skills through instruction designed in collaboration between teachers and the charter school librarian.

Middle school students deepen their life-long love of reading through Book Clubs, "Pop-Up" library displays, and librarian Book Talks. Students are encouraged to participate in the California Young Reader Medal program throughout the school year.

Students are invited to participate in the elective Battle of the Books where they can earn an opportunity to represent MLC in the Los Angeles Regional competition.

Integrated Curriculum

MLC teachers integrate the curriculum to make meaningful cross-curricular connections. Language Arts is integrated with Social Studies and Science incorporating opportunities for reading and writing non-fiction texts. In addition, MLC teachers receive support and training to integrate the visual and performing arts into their curriculum. This is achieved through professional development and partnerships with arts organizations and artist educators to provide

hands-on training and residences at MLC. For example, teaching artists in the areas of visual art or drama work side-by-side with classroom teachers to create learning opportunities for students in which they are using art to understand and communicate ideas about their social studies or science themes. Opportunities in the arts are reinforced for students through our Expanded Learning Programs.

Mathematic Methodologies

Cognitively Guided Instruction (CGI) is approach to teaching mathematics that is based on the developmental stage of the student and the process of asking questions to help guide the students toward finding their own approaches for learning math.

Using More of the Brain

Although many children (and older students) may groan at the idea of math story problems, many parts of the brain that can aid in math understanding are activated by story problems. Story problems present situations like the ones we face in real life in ways that our brains are designed to handle. We are creative, spatial, visual individuals who have a wonderful capacity to grab a situation and understand the bigger picture.

In cognitively guided instruction, the teacher presents situation to the students rather than telling them how to solve a problem. The students are invited to find their own solutions, getting to answers any way they can. This activates their innate ability to reason and understand (the mind's cognitive processing centers).

This is different from the “laundry list” approach, which presents a set of steps and then expects the students to remember and follow those steps. Memory centers, which are what the students use to try to remember things, like steps in a process or answers in a multiplication table, are much less effective regions for logical processing. CGI instruction is designed around the individual student's math reasoning developmental level, it's a much more natural fundamental way to learn mathematics, using a far wider array of the mind's special tools.

When you walk into MLC's middle school math classes, you see students actively engaged in **doing** math. Using the CPM curriculum and teaching methodologies, students spend much of their time working through a variety of different problems in small teams. Teachers assign team members specific roles and jobs to facilitate the process. The goal with the team-approach is to engage students in active learning and to make it more comfortable for students to ask questions and problem solve. The team approach also provides a vehicle for a high level of thinking, participation, and communication. The CPM curriculum also requires students to do a lot of writing in which they write a short explanation or justification for their answers which provides evidence to teachers that students have mastered a concept.

Formative assessment

MLC has made a long-term commitment to developing our teachers' ability to use formative assessment (FA) in the classroom. We have delved into the five key strategies of formative assessment:

- Clarifying, understanding, and sharing learning intentions

- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

IRLA (Independent Reading Level Assessment Framework and ENIL (Estructura para la Evaluación del nivel independiente de lectura)

The IRLA and ENIL are formative assessments for reading that deliver specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth. It is not intended to limit what students read. Rather, the IRLA and ENIL's reading taxonomy simplifies the complexity of the reading process, allowing teachers to support every reader, with whatever books that reader chooses.

The approach asks teachers to start with what each child CAN do. Teachers identify the one essential skill/standard that student needs to move reading levels, help him learn it, and repeat in a relentless march towards grade level and beyond. Teachers know their students, students know themselves, and teachers and students are partners in the learning process.

The IRLA and ENIL allows tracking progress in real time. Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and administrators to track rate of reading growth for every student.

The IRLA and ENIL support culturally linguistically responsive pedagogy:

- Integrates content, literacy, and language.
- Allows language learners to successfully navigate harder texts and tasks.
- Integrates language learners into the general education community.
- Builds higher-order thinking skills and academic habits in all four domains (speaking, listening, reading, and writing).

Guided Language Acquisition Design (GLAD)

MLC teachers use GLAD strategies to develop language in English and Spanish across the curriculum. Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical strategies promoting effective interactions between students and students and teachers and students that develop metacognitive use of high-level language and literacy.

GLAD provides an organizational structure for an integrated, balanced literacy approach. The integration of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made

more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the Project GLAD model is intended for English language acquisition for English language learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications, are invaluable in a multilingual setting.

The following features make the Guided Language Acquisition Design promote successful, involved teachers and students:

- A unique blend of academic language and literacy that marries the research from many fields and organizes the strategies and classroom implications into a process.
- The model is firmly rooted in research.
- A classroom environment that values the student, provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.
- Primary language provided by trained bilingual teachers, trained bilingual aides, trained parents, or cross-age/peer tutoring. The unique aspect is that with this model both languages complement each other through integrated themes.
- The amount of oral language for negotiation for meaning and cross-cultural interaction is extensive.
- The training model is successful because it values teacher's time, viewpoints, and expertise of the teachers, and promotes collaboration and peer coaching.

Social Thinking

The ultimate goal of Social Thinking at MLC is for all students to be able to solve social problems, understand and interpret social emotions and use prosocial skills across all settings (school, home and the community). Social Learners at MLC consist of students in 2nd -8th grade who need extra support in developing their social perspective skills. MLC uses the ILAUGH framework, modified to screen students and The Social Thinking-Social Communication Profile™ to determine levels of social cognition and ability. Groups are called "Superflexible Me," "Superflex Academy," "Social Communicators," "Social Detectives," or "Social Problem Solvers." Lessons vary in order to meet student needs. This is done by modifying content being taught, how the content is delivered, and how we expect the child to receive such content. Different methods and curriculums used include, but are not limited to; The Incredible 5-Point Scale, Superflex Social Thinking Curriculum, The Five Umbrellas (strength-based framework), and Cognitive Awareness/Cognitive Therapy based instruction.

Social-Emotional Learning

CASEL Competencies

MLC aims to teach and practice social emotional learning as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL identifies five core competencies:

- Self-Awareness
- Self-regulation

- Social Awareness
- Relationship Skills
- Decision making

Mindfulness

Another core practice that is used to enhance the core competencies is mindfulness. In order to be mindful, one must focus on the present moment and acknowledge and accept one's feelings, thoughts, and sensations. By teaching our students mindfulness practices they are better able to access the curriculum and essentially become better learners. MLC teachers embed mindfulness into their daily practice with the students throughout the school day in order to facilitate transitions and learning.

Growth Mindset

Students at MLC are taught about “fixed” and “growth” mindsets in order to reshape their beliefs about learning and intelligence. We push our students to have Growth Mindsets in order to build resilience and grit. Instead of being “good” or “bad” in certain subjects, students are taught to put in extra time and effort to become stronger and reach higher achievement goals. Through targeted lessons and the use of strategic language, MLC students embrace the growth mindset in our school culture and through daily practice.

14. Instructional Methodologies and Curriculum Support Implementation and Student Mastery of Standards

MLC teachers use Universal Design for Learning (UDL) to plan instruction and align with learning goals and standards.

1. Proactively Design – teachers analyze the goal of the lesson, anticipate the variability of students, and add design strategies into the lesson reducing barriers to learning and ensuring all students have pathways to achieve the goal.
 - *Analyze the lesson goal* – There are many goals for students. We want students to build skills, develop socially and emotionally, and also meet curricular standards. One of the most critical parts of planning with UDL is to analyze and understand the different parts of a lesson goal known as the objectives.
2. Implement – this phase involves facilitating the lesson, observing, and getting feedback on how students are building the skills and habits.
 - Facilitate and Observe – Students are encouraged to connect learning to real – world issues that matter to them. They're also invited to show what they know in a variety of ways and build background knowledge to become “expert learners” in the discipline.
 - As the lesson is facilitated, students should understand what they are working to achieve. Students are given a variety of options of what their work can look like. During the lesson teachers:
 - Observe how students are – or aren't – using the options.
 - Work with students to develop a deeper understanding of what they need – or don't need – to achieve the goal.

- Offer process-based feedback to students as they are working. Connect feedback to progress toward the desired goal.
3. Reflect and Redesign – The reflection and redesign phase allows teachers to consider your next instructional moves.
- This formative assessment helps plan upcoming lessons and deepen the learning experience for students.
 - At the end of the lesson, feedback is collected from students about how they made progress, what supported their learning, and where they got stuck.

Teachers ask themselves:

- Was the goal meaningful and challenging? Did students know what the goal and objectives were so they could make progress?
- Did the lesson design anticipate variability? How was there a range of engagement, background understanding, and skills? Were there flexible options available for engagement, representation, and action and expression that students could choose?
- Could the lesson design further reduce barriers? Where were students still stuck or frustrated? Where did I have to reteach? Can I identify one or two new ideas I could integrate into the design of the lesson next time? How could I collaborate with other teachers and invite discussion with students for ideas to help reduce the barriers, and increase the challenge and meaning of the goal?

Learning Goals and Performance Scales

Since transitioning to Common Core Standards, MLC teachers have been using Learning Goals and Performance Scales. In doing so, teachers and students work toward achievement of a Common Core standard during a learning unit with the potential for Depth of Knowledge within that standard.

The Learning Goal mirrors the Common Core Standard and the Performance Scale measures mastery of that standard at 4 different levels.

- Level 4.0 is a Cognitively Complex Target (reaches above the cognitive level of the standard);
- Level 3.0 is a Learning Goal Target (aligns with cognitive level of the standard);
- Level 2.0 is a Foundational Target (knowledge, skills, and processes that build toward the cognitive level of the standard);
- Level 1.0 is achieving level 2 or 3 with assistance.

Here is an example from Kindergarten:

Kindergarten Learning Goal: With prompting and support, students will be able to identify characters, settings, and major events in a story and ask and answer questions about key details in a text. (CCSS)

Performance Scale

- 4.0 – Students will be able to **compare and contrast** key details of a story, including characters, settings and major events.
- 3.0 – Students will be able to **ask and answer** questions about key details in a text in regards to characters, setting, and major events.
- 2.0 – Students **recognize or recall** specific vocabulary including: story, setting, characters, events, ask, answer, detail, question, text.
- 1.0 – With help student achieves partial success at level 2.0 and 3.0

Learning Goals and Performance Scales provide teachers with opportunities to formatively assess students throughout a unit, differentiate instruction, and ensures that students have learning opportunities at higher cognitive levels.

Teachers are Evaluated on Standards-Driven Teaching and Planning

MLC uses the College Ready Teacher Framework as a guide to evaluate and coach teachers to ensure they are implement curriculum in alignment with standards.

This Instructional framework is based on the McTighe and Wiggins (2005), “Understanding by Design Planning Template” to complete backwards planning design of an upcoming unit.

The College-Ready Teaching Framework

Domain 1: Data-Driven Planning and Assessment	
Standard	Indicator
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives
	B) Measurability of learning objective(s) through lesson assessment
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconception(s)
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments
	B) Planned response to assessment data
	C) Planned Self-Monitoring
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
	A) Behavioral expectations

2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teachers and students
	B) Students interactions with each other
2.4 Use smooth and efficient routines, procedures, and transitions to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objective(s) of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates lesson	A) Lesson structure
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

Alignment with Common Core State Standards in Language Arts

How Writer's Workshop Units Align with Common Core Writing Standards			
	Opinion and Argument Writing	Information Writing	Narrative Writing
TK/Kindergarten	In <i>Persuasive Writing of All Kinds</i> students craft petitions, letters and signs that rally people to address problems in their class, then school, then world.	In <i>Launching the Writing Workshop</i> students teach readers about topics they know well: their family and their playground. In <i>How-To-Books</i> students plan, revise, and edit	In <i>Launching the Writing Workshop</i> students tell stories from their lives as best they can, through drawing, labeling, and writing. In <i>Writing for Readers</i> students focus on

		lots of informational texts that teach readers procedures for doing things.	getting more letters and words onto every page, editing their work, and using increasingly conventional spelling.
First Grade	In <i>Writing Reviews</i> students create interesting, convincing reviews that present and rank their favorite toys, television shows, books, and more.	In <i>Nonfiction Chapter Books</i> students combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts.	In <i>Small Moments</i> students craft lots of small-moment books, writing in ways that bring their characters to life. In <i>From Scenes to Series</i> students use all they know about writing narratives to create their own series of fictional chapter books.
Second Grade	In <i>Writing about Reading</i> , students write letters and essays sharing their opinions about characters, scenes, or whole books using examples from the text.	In <i>Lab Reports and Science Books</i> students write procedural texts, descriptions, and analyses about experiments, then use that information to write science-based information books.	In <i>Lessons from Masters</i> students learn to study published texts to learn writing techniques to try in their own narratives.
Third Grade	In <i>Changing the World</i> , students persuade people about causes they believe in, using evidence, crafting techniques, and attention to audience.	In <i>The Art of Information Writing</i> students write chapter books about topics on which they are experts, employing a variety of structures and substructures.	In <i>Crafting True Stories</i> students write personal narratives using the complete writing process, including drafts and revision.
Fourth Grade	In <i>Boxes and Bullets</i> students build arguments about topics they know well, using logical structures and carefully arranged ideas and evidence. In <i>The Literary Essay</i>	In <i>Bringing History to Life</i> students write research reports in which they use research skills to learn about and then elaborate on a central topic.	In <i>The Arc of Story</i> students develop fictional characters with motivations and struggles and write these characters into carefully structured stories.

	students write claim-based, evidence-rich literacy essays after close readings of complex texts.		
Fifth Grade	In <i>Shaping Texts</i> students write memoirs that combine essay and narrative structures to convey personal insights and personal themes. In <i>The Research-Based Argument Essay</i> students build powerful arguments, using carefully weighed evidence, analysis and rebuttal of counterclaims.	In <i>The Lens of History</i> students write through historical lenses and from primary sources, using varied writing structures to build focused research reports.	In <i>Narrative Craft</i> students write personal narratives, making purposeful choices about the techniques, structures, and language they use to convey their meaning. In <i>Shaping Texts</i> students write memoirs that combine essay and narrative structures to convey significant insights and personal themes.

How Reader's Workshop Units Align with Common Core Standards for Reading			
	Foundational Skills	Fiction	Non-Fiction
TK/ Kindergarten	<i>Super Powers Reading with Print Strategies and Sight Word Power</i>	<i>We are Readers</i> <i>Bigger Books Bigger Reading Muscles</i>	<i>We are Readers</i> <i>Bigger Books Bigger Reading Muscles</i> <i>Becoming Avid Readers</i>
1 st Grade	<i>Building Good Reading Habits</i>	<i>Meeting Characters and Learning: A Study of Story Elements</i> <i>Readers Have Big Jobs To Do: Fluency, Phonics, and Comprehension</i>	<i>Learning about the World of Nonfiction Reading</i>
2 nd Grade	Second Grade Reading Growth Sport	Bigger Books Mean Amping Up Reading Power Series Book Clubs	Becoming Experts Reading Nonfiction

3 rd Grade		Building a Reading Life Character Studies	Reading to Learn: Grasping Main Ideas and Text Structures Research Clubs: Elephants, Penguins and Frogs, Oh My!
4 th Grade		Interpreting Characters: The Heart of the Story Historical Fiction Clubs	Reading the Weather, Reading the World Reading History: The American Revolution
5 th Grade		Interpretation Book Clubs: Analyzing Themes Argument and Advocacy: Researching Debatable Issues	Tackling Complexity: Moving Up Levels of Nonfiction Fantasy Book Clubs: The Magic of Themes and Symbols

EL Education Standards Alignment for Grades 6-8 (Reading and Writing)

Grade Six Standards Alignment

Reading Literature	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓				✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning		✓	✓	✓	✓	

and tone.						
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
A. Explain how an author’s geographic location or culture affects his or her perspective.				✓	✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		✓	✓			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓	✓			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	Integrated throughout					
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences.				✓	✓	
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

Reading Informational Text	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓		✓	

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓	✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout					

Writing	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
A. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
D. Establish and maintain a formal style.		✓	✓			✓
E. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
E. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
F. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓			
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓		✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓		✓			
E. Provide a conclusion that follows from the narrated experiences or events.	✓					
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	□
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁶	✓			✓	✓	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Integrated throughout.					
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and	✓	✓	✓	✓	✓	

topics”).						
B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	✓	✓	✓	✓	✓	✓
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated Throughout					

Grade 7 Standards Alignment

Reading Literature	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓		
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓					
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		✓	✓			
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.				✓		
RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				✓		
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓					
A. Analyze stories, drama, or poems by authors who represent diverse world cultures. ³	✓					
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing				✓		

the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).						
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓					

Reading Informational Text	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓	✓	✓		
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓	✓			
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				✓		
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓	✓			
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓		
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).					✓	
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.					✓	✓

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁶					✓	✓
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

Writing	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		✓	✓		✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓			
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g.,	✓	✓	✓	✓		

headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.						
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓		
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			✓		
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	□	□	✓		
E. Establish and maintain a formal style.	✓					
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	□	□			
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓			✓		
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.				✓		
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	✓	□	□	✓	□	□

expectations for writing types are defined in standards 1–3 above.) ⁷						
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	✓			✓		
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ⁸	Integrated throughout.					
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ⁹	Integrated throughout.					
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		✓	✓		✓	✓
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓	✓		✓	✓
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	✓	✓	✓			
B. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	✓		✓	✓	✓	✓

Grade 8 Standards Alignment

Reading Literature	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓	✓			
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓			
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓	✓			
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		✓	✓			
A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. ⁵	✓					
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		✓	✓			
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓	✓			
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently	Integrated throughout.					
RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events,	Integrated throughout.					

and situations. ⁶						
A. Self-select text to develop personal preferences.					✓	
B. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.					✓	

Reading Informational Text	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓			✓	✓	✓
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓			
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓					
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓					
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓	✓			
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓	✓			✓
RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				✓	✓	
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						✓

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				✓	✓	
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					

Writing	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓			✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			✓	✓	
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			✓	✓	

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			✓	✓	
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				✓	✓	
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			✓	✓	
E. Establish and maintain a formal style.	✓			✓	✓	
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			✓	✓	
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		□	□	✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓	□	□	✓		
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓	□	□	✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		□	□	✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	□	□	✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.		□	□	✓		
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	□	□			
A. Produce text (print or nonprint) that explores a variety of cultures and	✓					

perspectives.8						
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Integrated throughout.					
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Integrated throughout.					
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓					✓
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓
A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	✓	✓	✓			
B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	✓			✓	✓	✓
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	Integrated throughout.					

Alignment with Common Core Standards in Math

CGI Math – Grades K-5

CGI Math is organized around 8 Mathematical Practice Standards from the Common Core Standards. Following is an example of the intersection between CGI and Common Core.

Mathematical Practice #1: Students will make sense of problems and persevere in solving them. The connection here is obvious that is the premise of CGI.

Mathematical Practice #2: Students will reason abstractly and quantitatively. When students are involved in problem solving they are seeing numbers in context and they are required to attend to the meaning of quantities.

Mathematical Practice #3: Students will construct viable arguments and critique the reasoning of others. This occurs on a daily basis in a CGI classroom as students share their solution strategies and their answers to problems. If disagreements occur, students are encouraged to engage in discourse with their classmates.

Mathematical Practice #4: Modeling with Mathematics. Students are encouraged to represent their mathematical thinking with different representations. This varies from using tools, to drawing pictures but eventually leads to equations.

Mathematical Practice #5: Using Appropriate Tools Strategically. Students will do this naturally. When presented a word problem, students choose any method and tool that makes sense to them.

Mathematical Practice #6: Attend to Precision. Students are required to communicate their mathematical reasoning precisely. They are asked to attend to units and labels and use vocabulary and symbols accurately.

Mathematical Practice #7: Look for and make use of structure. Students naturally pay attention to the structure of a problem. They follow the sequence of the word problem and by using tools that make sense to them, they are able to solve complex problems. Many of these problem types are ones teachers might not believe young children are capable of understanding.

Mathematical Practice #8: Look for and express regularity in repeated reasoning. Students in look for patterns, and through discussion teachers can encourage all the known solution methods and help students look for shortcuts. Children are also encouraged to continually check for reasonableness.

College Preparatory Math (CPM) – Grades 6-8

The CPM *Connections* curriculum since its inception (1989) has been based on principles of course design that are based solidly on the methodological research in teaching mathematics; on the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections; and more recently on the proficiencies of adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition from the National Research Council's *Adding It Up*.

CPM's course design is thus based on these three principles: students learn best when engaged in inquiry that leads to deep conceptual understanding of the underlying mathematics, exploiting each others' insights, and using distributed learning to increase retention and transfer of knowledge. CPM *Connections* integrates basic skills and procedures with conceptual understanding, encouraging students to understand ideas, see relationships between them, and apply mathematical principles to complex problems. Students are held responsible for high academic rigor, analysis, and critical thinking, and communicate their mathematical findings in writing or in oral presentations in a clear and convincing manner.

The CPM Connections series predates the CCSS Standards for Mathematical Practice by several years, yet the practices advocated by the Standards are naturally integrated as a core foundation throughout the entire CPM curriculum. The CPM curriculum which is accessed online and updated annually is aligned with the CCSS Standards for Math.

CCSS Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Charter School ensures mastery of mathematics in middle school by analyzing MAP data along with teacher formative and summative assessments to differentiate instruction and/or recommend intervention for a student.

CPM Grade 6 Alignment

In Grade 6, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

RATIO AND RATE - Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

DIVIDING FRACTIONS - Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these

operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

EXPRESSIONS AND EQUATIONS - Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

UNIVARIATE DATA and PROBABILITY - Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

AREA, SURFACE AREA, AND VOLUME - Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

CPM Grade 7 Alignment

In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

PERCENTS and GRAPHING RATIOS - Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate **informally** as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

NEGATIVE NUMBERS - Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

3-D GEOMETRY and ANGLE RELATIONSHIPS - Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

COMPARE UNIVARIATE DATA and RANDOM SAMPLING - Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

CPM – Grade 8 Alignment to Algebra 1

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

LINEAR EQUATIONS - Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A , the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

FUNCTIONS - Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

ANGLE RELATIONSHIPS, PYTHAGOREAN THM, 3-D GEOMETRY - Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Alignment with Standards for English Language Development

MLC provides instruction during student's English instructional time that is aligned with the ELD Standards for both directed and integrated ELD lessons. Teachers design lessons using the ELD Standards for focus on grade level outcomes for reading, writing, listening and speaking. Teachers use ELPAC and other assessment data to differentiate instruction for EL's – focusing on mastery of standards at their level.

STEMscopes Alignment with Next Generation Science Standards (NGSS)

In K-8, teachers are using STEMscopes CA NGSS 3D which is a coherent lesson flow. Coherence means that student learning modules – units (segments), chapters (scopes), and lessons (hands-on explores) – logically flow between one another and also build upon each other to form sequenced missions. Coherence in the CA NGSS allows students to explore a variety of phenomena and the ability to link the application of the three dimensions to real-world phenomena using prior knowledge and new understandings and abilities. STEMscopes provides two levels of coherence:

- Lesson Design (via the 5E model). Each STEMscopes chapter (scope) is built on the 5 E lesson model – Engage, Explore, Explain, Elaborate, and Evaluate. Lesson elements within the scope are scaffolded to build upon previous elements’ three-dimensional learning, allowing both a gradual release of control from teacher – led to student – led learning. Along the way, teachers have access to unique intervention and acceleration lessons to differentiate for all the unique learners in the classroom.
- Layered Phenomena (anchoring investigative and everyday). Each segment (unit) begins with an anchoring phenomena event, anchoring phenomena driving question, and a mission action plan (performance expectations). Together, these drive the instructional focus of the scopes (chapter) within a segment. Scopes are tied to investigative and everyday phenomena, forming a bridge that builds students’ knowledge progressively towards the segment’s anchoring phenomena and culminates in the segment’s mission action plan (performance expectation).

Segments with Layered Phenomena

NGSS Performance Expectations (PEs) were not designed to be taught in isolation: segmenting them together helps students see connections between ideas, enhances phenomena-driven instruction, saves valuable planning time, and ensures that all PE’s are given sufficient emphasis while having a coherent storyline.

Segments can be grouped by topic, Disciplinary Core Ideas (DCIs), and other creative approaches—there is no one correct way, other than involving student choice and having a culminating activity anchored with a central phenomenon that requires students to apply the 3D learning gained in the segment’s constituent activities.

Segments immerse students in overarching STEM phenomena while linking the three dimensions across scopes (lesson modules). STEMscopes CA NGSS 3D offers pre-made segments and empowers you as the educator to create your own to suit the unique interests and inquiry of your students.

- Segments contain overarching missions, action plans, and anchoring phenomena that tie scopes together.
- Track student progress on Cross-Cutting Concepts (CCCs) and Science and Engineering Practices (SEPs) with new rubrics and the Inventory of Skill.

15. Instructional Program in Technology

Students have access to technology in their classrooms during the school day under the supervision of their classroom teacher. Technology in the classroom includes using the Internet to conduct research, using multimedia programs to create slide shows, movies, online books, and research papers as well as use of online learning platforms to build skills in reading, writing, and math. Students in K-5 have access to two full computer labs as well as laptop carts for check-out to use in the classroom. Middle school students follow a digital on-line curriculum and each student is assigned their own laptop for use at school. Teachers use technology for instruction – such as using the laptops, document cameras, and projectors to show information or teach a skill. Teachers are all proficient at providing digital instruction, and assigning homework using one of MLC’s digital platforms for learning while at home.

ST Math K-5

In the media lab includes engaging in the ST Math program designed by the MIND Research Institute. Kindergarten classes visit the media lab to implement this curriculum one day per week for 30 minutes while students in grades 1-5 visit the lab twice per week to implement the math program. During this time students log-in and independently engage in mathematic problems designed to develop spatial and temporal reasoning. This program is web-based and also accessible from home. In addition, teachers can sign-up to use the media lab with their entire class during free lab hours to learn skills and strategies and utilize software to create multi-media products, and conduct research. The advantage of the media lab is that every student gets his or her own computer to use for an extended period of time, versus sharing the computers in the classroom.

Raz – Kids Grade K – 5

In grades K – 5 teachers use Raz – Kids an interactive reading platform that houses over 400 eBooks and open – book eQuizzes, in English and Spanish. Students can listen to books for modeled fluency, read books for practice, and then record themselves reading so teachers can monitor progress. Every leveled eBook has an accompanying eQuiz to test reading comprehension. Teachers can teach skills and strategies targeted to the CCSS.

Wixie Grade K – 5

Wixie is a publishing and creativity platform that lets students share what they know through their writing, their voice, and their art. Wixie makes learning fun, giving students tools for developing essential thinking skills. Wixie works across the curriculum, supporting effective 21st – century learning through approaches like STEM and digital storytelling. Wixie lets students combine text, images, original artwork, and voice narration to create as they explore the curriculum. From drag – and – drop formative assessments to open – ended passion projects, there are so many ways Wixie can be used to engage learners in curriculum exploration, encourage creative and analytical thinking, and develop essential digital -age communication skills.

EPIC K – 5th

Epic is a digital reading platform with over 40,000+ popular, high-quality books from 250+ of the world’s best publishers. Epic offers audiobooks in Spanish and English in a variety of genres, topics, and reading levels. Epic provides tools for reading such as, dictionary look up,

vocabulary, comprehension, and fluency. Students use EPIC as source for reading material to access at school and at home.

NEWSELA Grades 6 – 8th

Newsela is an online platform that delivers content from the real world, about people and topics students relate to and is culturally responsive. Newsela publishes 10 new texts every day across 20+ genres. Relevant and timely materials are always available. Newsela content is provided at 5 reading levels, so the differentiation is built – in. Teachers get everything they need to personalize lessons to each student’s need and skill level, while driving classroom discussions without leaving anyone out of the conversation. Teachers can further scaffold texts with annotations and instructions. Newsela content is aligned to state standards, leading frameworks, and commonly used curriculum to ensure instruction is both engaging and driving learning.

Alignments include:

- Newsela Science
 - State standards
 - Next Generation Science Standards (NGSS)
- Newsela ELA
 - State Standards
 - Common Core State Standards (CCSS)
- Newsela Social Studies
 - State Standards
 - C3 Framework

Khan Academy 6 – 8th Grade

A free nonprofit online platform personalized for students to go at their own pace, first filling in gaps in their understanding and then accelerating their learning. Khan Academy’s library of trusted, standards – aligned practice and lesson covers math K – 12 through early college, grammar, science, history, AP, SAT, and more. With Kahn Academy, teachers can identify gaps in their students’ understanding, tailor instruction, and meet the needs of every student. MLC students use Khan Academy in the upper grades, 5-8.

Assessments

Students complete NWEA MAP and CAASPP Tests in the Media Lab or on laptops in Middle School. MAP is a computer-adaptive test aligned with Common Core Standards and is given to students in grades K-8. Students are prepared to take computer-based state standardized assessments by having dedicated time in the computer lab to practice typing and using the hardware.

Library

All students visit the library at least once per week and have access to computers to search information on Destiny, MLC’s library resource system which includes information about the books and resources we have in our library in addition to links to websites and web quests on a variety of research topics. Students also use Encyclopedia Britannica Online in the library to practice their research skills in English and Spanish and to learn new search strategies from our librarian.

After-School Program

Student use of technology in MLC's after-school program includes classes in computers, typing and graphic design. In computer classes students learn to use a variety of software applications as well as learn hardware associated with the computer. In graphic design, students manipulate pictures using digital cameras and scan artwork to create multi-media designs.

MLC K-8 Instructional Technology Goals	
Goal 1: K-8 teachers integrate technology into classroom learning experiences to differentiate instruction and provide opportunities for: research, skill development, developing problem solving and thinking skills, authoring and production, and self-assessment in support of student achievement of academic standards.	
K-1 teachers monitor and support student progress in developing spatial reasoning skills using the MIND Research Institute's ST Math program in the media lab, classroom centers, and homework. In addition, teachers use Wixie to introduce students to the process of publishing stories and presenting knowledge using writing (in Spanish) and graphic designs. Students develop and practice literacy using Raz Kids and Epic.	
Teachers in Grades 2-3 utilize Library Time to engage students in developing research skills with the support of MLC's Librarian. Teachers include at least 2 research projects throughout the school year that require the use of the Encyclopedia Britannica Online in Spanish. At least one group project during the year will require students to produce a slide show or publish an online book using Wixie. Teachers continue monitoring and supporting student progress using ST Math to develop mathematic reasoning skills and students access Raz Kids and EPIC to practice literacy development.	
Teachers in Grades 4-5 assign at least 3 research projects during the year (at least one in Spanish and one in English) that requires students to intelligently use the Internet and/or Britannica Online to find appropriate information relating to social studies or science curriculum. In addition, students produce at least 2 multi-media products (one in each language) using Wixie or other platforms that demonstrate what they know. Teachers continue monitoring and supporting student progress using the ST Math program to develop mathematic reasoning and utilize Raz Kids and EPIC for literacy development.	
Teachers in Grades 6-8 assign at least 4 research projects in Language Arts/History Core and at least 4 research projects in Math/Science Core that require the use of Internet and/or Britannica Online or Newsela articles. Students are required to complete two independent projects utilizing multi-media tools. Students create online portfolios of work that they use to monitor and demonstrate achievement of academic goals. Students access Newsela for leveled reading practice and use Khan Academy to develop and practice math skills independently and as assigned by teachers.	

Goal 2: Students develop technology and information literacy skills needed for success in conducting research, accessing and using hardware and software, using multi-media resources and completing online assessments.

K-1 teachers utilize media lab to conduct whole-group instruction for students to teach them how to use computer programs in the context of implementing the MIND Research Institute ST Math program. In the lab as well as in centers using classroom computers students are introduced to software and multi-media programs (Wixie) so each child can create at least one page with text and images that relates to learning in science or social studies. Teachers use digital cameras to teach students how to take pictures for the purpose of building understanding of standards and learning themes as well as building vocabulary.

Teachers in grades 2-3 work with MLC's Librarian to introduce students to online resources to conduct research including the internet and Encyclopedia Online as well as MLC's internal resources. Classroom teachers utilize classroom computers and media lab to teach students to use Microsoft Word for the purpose of publishing stories in Writer's Workshop. Building on introductory skills in grades K-1, these students go more in depth in using multi-media programs (Wixie) to create group research projects and work products to document and demonstrate learning. Students utilize time in the media lab and classroom computer centers to practice and learn typing and engage in online Benchmark Testing and MAP (NWEA) tests which are aligned with Common Core Standards and given once per year for second grade and twice per year in third grade.

Teachers in grades 4-5 expand student use of technology for research by engaging students in the analysis of accuracy and relevancy of information found via technology. In addition, students are able to independently create work products using multi-media programs and continue to publish writing using Microsoft Word. Students continue with typing programs in the media lab and in classroom computer centers and take online tests MAP.

Teachers in grades 6-8 support students in their use of online curriculum resources in math, science, history, and language arts. Each student creates and monitors a personal online portfolio of evidence supporting academic and personal goals. In addition, students gain knowledge and expertise in identifying appropriate resources to solve problems or answer questions. Students demonstrate and share their own discoveries using a variety of multi-media tools continue building competence in completing online assessments using MAP in preparation for the Smarter Balanced Tests.

20. Transitional Kindergarten (TK)

TK students are integrated with Kinder students in multi-age classrooms. They follow the same year plan and curriculum standards with modifications to meet their developmental, cognitive, and social needs.

To support their early language and cognitive development TK students:

- Form letters with play dough, cheerios, bean and wooden sticks

- Use flash cards with visuals to recognize letters, numbers, and consonant blends
- Run their fingers over colored sand in the shape of letters and numbers
- Trace letters and numbers
- “Write” stories using pictures
- Play memory games to develop vocabulary and develop a sense of patterns
- Dictate and illustrate stories with the support of an adult
- Work with a differentiated rubric aligned with their abilities
- Use math manipulatives to develop understanding of numbers and early math concepts
- Use visual word walls and alphabet word webs with visuals
- Receive extra time and 1:1 support to practice vocabulary
- Focus on developing fine motor skills
- Engage in centers to explore shapes, patterns, and number sense

Strategies and Supports used by teachers in TK include:

- GLAD Strategies for language development in all content areas
- Writing without Tears program
- TPR (Total Physical Response)
- Reader’s Workshop (a differentiated reading program in which students read and apply reading strategies to their own leveled book).
- Differentiated criteria for work products
- Community Circles to solve problems and review school rules
- Dramatic play to develop social skills

21. Academic Calendar for 2020-2021

Multicultural Learning Center
2021-2022 Calendar (draft)

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

First day of school/Last Day of School

No School

Staff Development / Pupil Free Day

Parent & Teacher Conference / Pupil Free Day

22. Daily Schedules

The following schedules show a typical daily/weekly schedule for K-8 however the order and times of the instructional focus may change year to year.

Kindergarten Daily Schedule				
Day of Week	Time	Activity	Language of Instruction	Minutes
Monday/Weds/Friday	8:30-9:00	Calendar	Spanish	30
	9:00-9:40	Math	Spanish	40
	9:40-10:00	Recess	N/A	20
	10:00-10:50	PE/Media Lab	Spanish	50
	10:50-11:15	Reader's Workshop	Spanish	25
	11:15-12:05	Lunch/Recess	N/A	50
	12:05-12:30	SEL/Growth Mindset	Spanish	25
	12:30-12:50pm	Designated ELD	English	20
	12:50-1:10pm	Integrated ELD	English	20
	1:10-2:00	Writer's Workshop/Word Study	Spanish	50
	2:00 – 2:40	Social Studies and Science	Spanish	40
	2:40	Dismissal		
	TOTAL			300
Tuesday	8:30-9:00	Calendar	Spanish	30
	9:00-9:40	Math	Spanish	40
	9:40-10:00	Recess	N/A	20
	10:00-10:50	Writer's Workshop	Spanish	50
	10:50-11:15	Reader's Workshop/Word Study	Spanish	25
	11:15-12:05	Lunch	N/A	50
	12:05-1:00	Social Studies and Science		55
	1:00	Dismissal		
	TOTAL			200
Thursday	8:30-9:00	Calendar	Spanish	30
	9:00-9:40	Math	Spanish	40
	9:40-10:00	Recess	N/A	20
	10:00-10:50	Library	Spanish	50
	10:50-11:15	Reader's Workshop	Spanish	25

	11:15-12:05	Lunch/Recess	N/A	50
	12:05-12:30	SEL/Growth Mindset	Spanish	25
	12:30-12:50pm	Designated ELD	English	20
	12:50-1:10pm	Integrated ELD	English	20
	1:10-2:00	Writer's Workshop/Word Study	Spanish	50
	2:00 – 2:40	Social Studies and Science	Spanish	40
	2:40	Dismissal		
TOTAL				300

First Grade Daily Schedule

Day of the Week	Time	Activity	Language of Instruction	Minutes
Monday and Wednesday	8:30-8:50	SEL	Spanish	20
	8:50-9:35	Math	Spanish	45
	9:35-10:15	Writer's Workshop	Spanish	40
	10:15-10:35	Recess	N/A	20
	10:35-11:00	Language Arts	Spanish	25
	11:00-11:50	PE	Spanish	50
	11:50-12:10	Science	Spanish	20
	12:10-1:00	Lunch	N/A	50
	1:00-1:20	Designated ELD	English	20
	1:20-1:40	Integrated ELD	English	20
	1:40-2:15	Social Studies	Spanish	35
	2:15-3:00	Reader's Workshop	Spanish	45
	3:00	Dismissal		
TOTAL				320
Tuesday	8:30-8:45	Calendar	Spanish	15
	8:45-9:25	Math	Spanish	40
	9:25-10:15	Media Lab	Spanish	50
	10:15-10:35	Recess	N/A	20

	10:35-11:05	Writer's Workshop	Spanish	30
	11:05-11:35	Language Arts	Spanish	30
	11:35-12:05	Reader's Workshop	Spanish	30
	12:10-1:00	Lunch	N/A	50
	1:00-1:15	Closing Circle/SEL	Spanish	15
	1:15	Dismissal		
TOTAL				210
Thursday and Friday	8:30-8:50	SEL/Calendar	Spanish	20
	8:50-9:35	Math	Spanish	45
	9:35-10:15	Library/Media Lab	Spanish	40
	10:15-10:35	Recess	N/A	20
	10:35-11:00	Language Arts	Spanish	25
	11:00-11:50	PE	Spanish	50
	11:50-12:10	Science	Spanish	20
	12:10-1:00	Lunch	N/A	50
	1:00-1:20	Designated ELD	English	20
	1:20-1:40	Integrated ELD	English	20
	1:40-2:15	Social Studies	Spanish	35
	2:15-3:00	Reader's Workshop	Spanish	45
	3:00	Dismissal		
TOTAL				320

Second Grade Daily Schedule

Day of the Week	Time	Activity	Language of Instruction	Minutes
Monday	8:30-9:00	Morning Routine/SEL	Spanish	30
	9:00-9:50	Math	Spanish	50
	9:50-10:15	<i>Cancionero</i> /Language Arts	Spanish	25
	10:15-10:35	Recess	N/A	20
	10:35-11:20	Readers Workshop	Spanish	45
	11:20-12:10	Library	English	50
	12:10-1:00	Lunch	N/A	50

	1:00-1:55	Social Studies and Science	Spanish	55
	1:55-2:25	Designated ELD	English	25
	2:25 – 2:50	Integrated ELD	English	25
	2:50-3:15	Reflection and Clean Up	Spanish	25
	3:15	Dismissal		
TOTAL				335
Tuesday	8:30-9:00	Morning Routine/ Journal	Spanish	30
	9:00-9:50	Math	Spanish	50
	9:50-10:15	<i>Cancionero</i> /Language Arts	Spanish	25
	10:15-10:35	Recess	N/A	20
	10:35-10:55	Read Aloud	Spanish	20
	10:55-11:35	Media Lab	Spanish	40
	11:35-12:10	Writer's Workshop	Spanish	35
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Reader's Workshop	Spanish	30
	1:30	Dismissal		
TOTAL				230
Wednesday/Friday	8:30-9:00	Morning Routine/SEL	Spanish	30
	9:00-9:50	Math	Spanish	50
	9:50-10:15	<i>Cancionero</i> /Language Arts	Spanish	25
	10:15-10:35	Recess	N/A	20
	10:35-11:20	Readers Workshop	Spanish	45
	11:20-12:10	Writer's Workshop	English	50
	12:10-1:00	Lunch	N/A	50
	1:00-1:55	Social Studies and Science	Spanish	55
	1:55-2:25	Designated ELD	English	25
	2:25-2:50	Integrated ELD	English	25
	2:50-3:15	Reflection and Clean Up	Spanish	25
	3:15	Dismissal		
TOTAL				335
Thursday	8:30-9:00	Morning Routine/ Journal	Spanish	30
	9:00-9:50	PE	Spanish	50
	9:50-10:15	Math	Spanish	25
	10:15-10:35	Recess	Spanish	20
	10:35-10:55	Read Aloud	Spanish	20
	10:55-11:35	Media Lab	Spanish	40

	11:35-12:10	Reader's Workshop	Spanish	35
	12:10-1:00	Lunch	N/A	50
	1:00-1:55	Writer's Workshop	Spanish	55
	1:55-2:26	Designated ELD	English	25
	2:25-2:50	Integrated ELD	English	25
	2:50-3:15	Reflection and Clean Up	Spanish	25
	3:15	Dismissal	Spanish	
TOTAL				335

Third Grade Daily Schedule

Day	Time	Activity	Language of Instruction	Minutes
Monday	8:30-9:00	Morning Routine and SEL	Spanish	30
	9:00-9:40	Reader's Workshop	English/Spanish	40
	9:40-10:00	Designated ELD	English	20
	10:00-10:40	Writer's Workshop	English/Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	Spanish	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Read Aloud	Spanish	30
	1:30-2:20	Science and Social Studies	English	50
	2:20-2:40	Integrated ELD	English	20
	2:40 – 3:15	Closing Circle and Clean Up	Spanish	35
	3:15	Dismissal		
TOTAL				335
Tuesday	8:30-8:40	Morning Routine	Spanish	10
	8:40-9:30	Media Lab	Spanish	50
	9:30-10:00	SEL	Spanish	30
	10:00-10:40	Writer's Workshop	English/Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	Spanish	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Read Aloud	Spanish	30
	1:30	Dismissal		
TOTAL				230
Wednesday	8:30-8:50	Morning Routine	Spanish	20
	8:50-9:40	Library	English	50
	9:40-10:20	Writer's Workshop	English/Spanish	40
	10:20-10:49	Integrated ELD	English	20
	10:40-11:00	Recess	N/A	20

	11:00-12:10	Math	Spanish	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:10	Read Aloud	Spanish	10
	1:10-1:50	Media Lab	Spanish	40
	1:50-2:30	Reader's Workshop	English/Spanish	40
	2:30-2:50	Designated ELD		20
	2:50-3:15	Closing Circle and Clean Up	Spanish	25
	3:15	Dismissal		
TOTAL				335
Thursday/Friday	8:30-9:00	Morning Routine and SEL	Spanish	30
	9:00—9:40	Reader's Workshop	English/Spanish	40
	9:40 – 10:00	Designated ELD	English	20
	10:00-10:40	Math	Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	PE	Spanish	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Read Aloud	Spanish	30
	1:30-2:20	Science and Social Studies	English	50
	2:20 – 2:40	Integrated ELD	English	20
	2:40 – 3:15	Closing Circle and Clean Up	Spanish	35
	3:15	Dismissal		
TOTAL				335

Fourth Grade Daily Schedule

Day of the Week	Time	Activity	Language of Instruction	Minutes
Monday / Thursday	8:30-8:45	SEL	Spanish/English	15
	8:45-10:00	Reader's Workshop / Science	Spanish	75
	10:00-10:40	Writer's Workshop / Word Parts	Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	English	70
	12:10-1:00	Lunch	N/A	50
	1:00-2:00	PE	English/Spanish	60

	2:00-2:30	Reader's & Writer's Workshop / Designated ELD	English	30
	3:30	Social Studies – Integrated ELD	English	30
	3:00-3:15	Closing and Clean Up	English/Spanish	15
	3:15	Dismissal		
TOTAL				335
Tuesday	8:30-8:45	SEL	Spanish/English	15
	8:45-10:00	Reader's Workshop / Science	Spanish	75
	10:00-10:40	Writer's Workshop / Word Parts	Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	English	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	/Designated ELD	English	30
	1:30	Dismissal		
TOTAL				230
Wednesday	8:30-8:45	SEL	Spanish/English	15
	8:45-10:00	Reader's Workshop / Science	Spanish	75
	10:00-10:40	Writer's Workshop / Word Parts	Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	English	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Read Aloud	English/Spanish	30
	1:30-2:20	Library	English	50
	2:20-3:00	Reader's Workshop / Social Studies	English	40
	3:00 – 3:15	Integrated ELD	English	15
	3:15	Dismissal		
TOTAL				335
Friday	8:30-8:45	SEL	Spanish/English	15
	8:45-10:00	Reader's Workshop / Science	Spanish	75
	10:00-10:40	Writer's Workshop / Word Parts	Spanish	40
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	English	70
	12:10-1:00	Lunch	N/A	50

	1:00—1:45	Reader's & Writer's Workshop / Social Studies	English	45
	1:45-2:15	Integrated ELD	English	30
	2:15-2:45	Designated ELD	English	30
	2:45-3:15	Media Lab	English/Spanish	30
	3:15	Dismissal		
TOTAL				335

5th Grade Daily Schedule

Days of the Week	Time	Activity	Language of Instruction	Minutes
Monday/Wednesday Thursday/Friday	8:30-9:00	Morning Business / SEL	Spanish	30
	9:00-9:50	Language Arts	Spanish	50
	9:50-10:40	Science	Spanish	50
	10:40-11:00	Recess	N/A	20
	11:00-11:40	Language Arts	English	40
	11:40-11:55	Designated ELD	English	15
	11:55-12:10	Integrated ELD	English	15
	12:10-1:00	Lunch	N/A	50
	1:00-2:10	Math	English	70
	2:10-3:00	PE (M,W) Library (Th) Media Lab (F)	English	50
	3:00-3:15	Closing and Clean Up	Spanish	15
	3:15	Dismissal		
TOTAL				335
Tuesday	8:30-9:00	Morning Business / SEL	Spanish	30
	9:00-9:50	Language Arts	Spanish	50
	9:50-10:40	Science	Spanish	50
	10:40-11:00	Recess	N/A	20
	11:00-12:10	Math	English	70
	12:10-1:00	Lunch	N/A	50
	1:00-1:30	Reflection and Clean Up	Spanish/English	30
	1:30	Dismissal		
TOTAL				230

6th Grade Schedule – Regular Day (Monday, Weds, Thursday, Friday)

Period	Time	Subject	Language of Instruction	Minutes
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HR	8:00-8:30	Homeroom / SEL	Spanish	30
1	8:30-9:25	Language Arts	English	40
		Designated ELD	English	15
Nutrition	9:25-9:40	Nutrition	N/A	15
2	9:45-10:40	Math	English	55
3	10:45-11:40	PE	Spanish	55
Lunch	11:40-12:20	Lunch	N/A	40
4	12:25-1:20	Science	Spanish	55
5	1:25-2:05	Humanities	English/Spanish	40
	2:05-2:20	Integrated ELD	English	15
6	2:25-3:30	Health	English/Spanish	55

TOTAL INCLUDING PASSING PERIODS	395
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7th Grade Schedule – Regular Day (Monday, Weds, Thursday, Friday)

Period	Time	Subject	Language of Instruction	Minutes
HR	8:00-8:30	Homeroom / SEL	Spanish	30
1	8:30-9:25	Language Arts	English	40
		Designated ELD	English	15
Nutrition	9:25-9:40	Nutrition	N/A	15
2	9:45-10:40	PE	Spanish	55
3	10:45-11:40	Humanities	English/Spanish	40
		Integrated ELD	English	15
Lunch	11:40-12:20	Lunch	N/A	40
4	12:25-1:20	Math	English	55
5	1:25-2:20	Health	English/Spanish	55
6	2:25-3:30	Science	Spanish	55

TOTAL INCLUDING PASSING PERIODS	395
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8th Grade Schedule – Regular Day (Monday, Weds, Thursday, Friday)

Period	Time	Subject	Language of Instruction	Minutes
HR	8:00-8:30	Homeroom / SEL	Spanish	30
1	8:30-9:25	Science	Spanish	55
Nutrition	9:25-9:40	Nutrition	N/A	15
2	9:45-10:40	PE	Spanish	55
3	10:45-11:40	Math	English	55
Lunch	11:40-12:20	Lunch	N/A	40
5	12:25-1:20	Health	English/Spanish	55
6	1:25-2:20	Language Arts	English	40
		Designated ELD	English	15
7	2:25-3:30	Humanities	English/Spanish	40
		Integrated ELD	English	15

TOTAL INCLUDING PASSING PERIODS				395
<p align="center">6th, 7th & 8th Grade Schedule – Shortened Day (Tuesday) Electives are mixed grades. This is an example – courses may change:</p>				
1	8:00-9:20	Music Technology Battle of the Books Art Fitness Theatre Study Skills	English English English English Spanish Spanish English/Spanish	80
Nutrition	9:20-9:40	Nutrition	N/A	20
2	9:45-11:05	Music Technology Battle of the Books Art Fitness Study Skills Study Hall	English English English English Spanish English/Spanish English/Spanish	80
3	11:10-12:30	Music Technology Battle of the Books Art Leadership Study Skills Study Hall	English English English English English English/Spanish English/Spanish	80
Lunch	12:30-1:10	Lunch	N/A	40
TOTAL INCLUDING PASSING PERIODS				250

23. Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Instr. Minutes Per Early Dismissal Day	Number of Instr. Minutes Per Minimum Day	Number of Instr. Minutes Per Minimum Day	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't
TK/K	Yes	137	300	39	200	1	160	177	36000	49060	13060
1	Yes	138	320	39	210	0		177	50400	52350	1950
2	Yes	138	335	39	230	0		177	50400	55200	4800
3	Yes	138	335	39	230	0		177	50400	55200	4800
4	Yes	138	335	39	230	0		177	54000	55200	1200
5	Yes	138	335	39	230	0		177	54000	55200	1200
6	Yes	134	395	43	250	0		177	54000	63680	9680
7	Yes	134	395	43	250	0		177	54000	63680	9680
8	Yes	132	395	44	250	0		176	54000	63140	9140
9	No							0	64800	0	-64800
10	No							0	64800	0	-64800
11	No							0	64800	0	-64800
12	No							0	64800	0	-64800

Professional Development

25. Ongoing Professional Development

MLC provides ongoing professional development for teachers and instructional staff using the following structures built into the school calendar:

- Weekly Staff Meetings: Teachers meet for 60 – 120 minutes each week on a pre-scheduled day of the week between 2pm – 4pm. When the meeting is scheduled for 60 minutes, the remainder of the time is used for grade level planning.
- Teacher Planning Days – TPD's are pupil-free days scheduled throughout the year allowing for professional development workshops and planning time for teachers.
- Staff Retreat – Before the start of the school year, teachers participate in 3-5 days of professional development.
- Community Opportunities – MLC provides opportunities for MLC teachers to attend professional development workshops provided by outside organizations including LAUSD Special Education (via Option 3); Los Angeles County Office of Education; local museums, educational organizations such as Literacy Partners and UCLA Math Project; Music Center, etc.

The Plan for Professional Development during the first year of the charter term 2021-2022 will build on ongoing professional development from previous years and include:

- GLAD
- Reader's and Writer's Workshop
- Next Gen Science Standards
- Formative Assessments and Analyzing Data
- ELD strategies
- Positive Behavior Practices
- Social Emotional Learning & Growth Mindset
- Integrating Arts and Technology
- Suicide Prevention
- Title IX & Sexual Harassment

The Professional Development Scope and Sequence is co-created by a team of teachers and administrators on the Professional Development Cadre. The purpose of the Cadre is to discuss the priorities of the Charter School and teachers' needs. The Cadre utilizes a variety of data in determining the PD Scope and Sequence including: student achievement data, LCAP Goals, and teacher and staff surveys.

New Teacher Learning Lab

The New Teacher Learning Lab is dedicated professional development days to support new teachers – including teachers new to the profession as well as teachers new to MLC. The workshops include a variety of learning topics on the Charter School's curriculum and/or learning the functions and culture of the Charter School.

90 Day Orientation Period

The Orientation Period for new staff was designed to ensure all new employees at MLC are continuously supported and coached as they begin their new role at MLC. This Orientation Period includes goal-setting based on the individual's needs and role, observations and check-ins, data collection, informal and formal review, feedback and coaching, self-reflection and support and training from a variety of staff and/or professionals.

26. Teacher Recruitment

MLC recruits bilingual teachers utilizing the following resources:

- Ed Join
- Charter School and University Job Fairs / MLC Recruiting Events
- CTC Grants (Local Solutions and Teacher Residency Grants)
- Residency Grant Partnership with California State University, Northridge
- Partnerships with Universities to engage Student Teachers and Interns

Teacher candidates are screened by the Business Administrator for basic requirements and charter school fit. The Principal interviews prospective candidates along with a Review Panel including other teachers and administrative staff. Teacher candidates are then required to conduct a demonstration less as part of the interview process.

Through the Teacher Residency Grant partnership with CSUN, Teacher Residents are paid through a grant from the California Teaching Commission to work at MLC during their student teaching year as a resident. During that year, residents work under the supervision of a Teacher Mentor and engage in hands-on teaching experiences aligned with their university coursework. At the end of the Residency Year, residents are employed as a credentialed teacher (assuming they receive their preliminary credential). This grant program is a 50-50 match between MLC and the CTC.

The Local Solutions Grant, also from the California Teaching Commission, allows MLC to allocate grant and matching funds to support the recruitment and training of special education teachers, including but not limited to reimbursing fees for credential programs and providing coaching and induction.

To prepare and support new teachers to MLC, we have the following structures in place:

- A 90-Day Orientation Period during which new teachers to MLC receive intensive coaching and support with achievement benchmarks and frequent check-ins with MLC's Principal.
- BTSA Induction – MLC pays for BTSA Induction registration and mentor support for teachers with a preliminary credential. The mentor coach continues to provide support to teachers after the induction period.
- Teacher Mentors – in addition the Principal, MLC has a team of veteran teachers who serve extra duty as Mentors to new teachers. This team receives professional development in coaching and mentoring.

Meeting the Needs of All Students

English Learners

27. EL Master Plan

MLC has adopted its own English Learner Master Plan which is updated annually and aligns with the California English Learner Roadmap.

Process for Identifying English Learners

English Learners are identified using a home survey upon enrollment. The ELPAC is administered annually to all EL's to determine progress in English Proficiency.

MLC identifies ELs with disabilities and work collaboratively to distinguish language needs from special education needs. Each child is viewed on a case by case basis to provide multiple avenues of support. For example, the English Language Proficiency Assessment of California (ELPAC) Coordinator collects and shares data for students with the Special Education Team (as well as the general education teachers). The Special Education Team and General Education teachers meet to review the data in context with the child's IEP in order to set appropriate and related goals, and to engage in conversations related to reclassification.

Educational Program for English Learners

MLC is bilingual focused and implements a culturally responsive pedagogy and climate for all students. MLC implements the 90:10 dual immersion model for all students and engages students daily and through all content areas, with opportunities to build proficiency in two languages

MLC teachers differentiate instruction for ELs based on their level of proficiency in English and Spanish to ensure they are receiving instructional support to become bilingual and biliterate in both languages. Staff utilizes benchmark data in early literacy achievement (Spanish) to predict needs for intervention in English. During English instructional time, lessons are differentiated for ELs based on their needs in Reading, Writing, Speaking and Listening. Focus Students are selected annually by each teacher to ensure ongoing conversations for best practices, curriculum focus, and data collecting are addressed when supporting our ELs. Individual SMART goals are created to ensure the supports are targeted and aligned. LTELs are typically dually identified as students with disabilities. Our Special Education Team works with classroom teachers and

support providers to address learning gaps that may prohibit language development and acquisition of English proficiency.

Programs and practices are in place to support an inclusive school climate. All students and their families are treated fairly. Our teachers received and continue to receive professional development on how becoming a culturally relevant teacher and to identify bias in their own language and teaching as they develop anti-bias behaviors in their classrooms. Another focus for MLC educators are the Global Competency Standards: Communicate Ideas; Recognize Perspectives; Investigate the World; and Take Action. Implementation of these standards throughout the curriculum for all students and in two languages, fosters a safe and inclusive environment. In addition, all teachers have dedicated time in the daily schedule to teach the Social Emotional Learning Competencies, supported through ongoing professional development and use of a schoolwide SEL curriculum program developed by Empowering Education (empoweringeducation.org). This includes practices including Community Circle, Restorative Practices, Mindfulness and Growth Mindset.

Language development occurs consistently in and through the instruction of all content areas and is integrated across the full curriculum. In addition, we provide strong content-based ELD for students. The integrated ELD is embedded in every subject and in every grade level when instruction is in English. The skills taught are the four literacy components; reading, writing, listening and speaking. Teachers model what academic discourse sounds like and create strategies to support students with their own academic discourse. Other examples of skills taught are using anchor sentences/questions, sentence starters, and transition words and phrases. Students learn to be critical thinkers by teaching them how to ask and develop their own inquiry questions.

MLC teachers use GLAD strategies to develop language in English and Spanish across the curriculum. Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical strategies promoting effective interactions among students and between students and teachers to develop metacognitive use of high-level language and literacy.

GLAD provides an organizational structure for an integrated, balanced literacy approach. The integration of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the Project GLAD model is intended for English language acquisition for English language learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications are invaluable in a multilingual setting.

The following features make the Guided Language Acquisition Design promote successful, involved teachers and students:

- A unique blend of academic language and literacy that marries the research from many fields and organizes the strategies and classroom implications into a process.
- The model is firmly rooted in research.
- A classroom environment that values the student, provides authentic opportunities for use of academic language, maintains the highest standards and expectations for all students, and fosters voice and identity.
- Primary language provided by trained bilingual teachers, trained bilingual aides, trained parents, or cross-age/peer tutoring provides a unique model where both languages complement each other through integrated themes.
- The amount of oral language for negotiation for meaning and cross-cultural interaction is extensive.
- The training model is successful because it values teachers' time, viewpoints, and expertise, and promotes collaboration and peer coaching.

Teaching and learning at MLC emphasizes engagement, interaction, discourse, inquiry, and critical thinking with expectations for English Learners. **MLC does not “pull out” English Learners from the general education classroom.** ELs learn in English alongside their EO peers and make connections to language and curriculum through project-based learning, group projects, thematic and integrated lessons with high expectations and scaffolded learning progression.

During English portion of the school day, students receive Designated and Integrated ELD. In the primary grades where English time is minimal and focused more on listening and speaking, the English time is divided so students receive both Designated and Integrated ELD. In these grades, designated ELD focuses on language use, vocabulary and foundational literacy, while integrated ELD is taught in the context of social studies and science themes. Once students are in the third grade, the English time of the day includes formal instruction in reading and writing in English. Designated ELD is typically provided during English reading, while Integrated ELD is provided during English writing or during social studies/science or an integrated lesson of writing and social studies/science.

Meeting ELD Standards and Use of Data

MLC uses the ELD Standards side-by-side with content area standards in order to address EL language needs across the curriculum. Teachers are trained and supported in using data to drive instruction. MLC implements a variety of assessment tools throughout the school year to give teachers data on their students that they can use to create individualized learning plans for ELs and other students. These assessments include:

- ENIL and IRLA – Estructura para la Evaluacion del nivel independiente de lectura and Independent Reading Level Assessment Framework Grades K – 8th
- NWEA/MAP – benchmark assessments given twice per year to students in grades 1st – 8th in Math, English Reading, and Language Use
- ELPAC
- CAASPP State Tests in English and Spanish

Teachers are required to use their data tools to monitor student growth, create small learning groups, differentiate for students and drive achievement in their classrooms. Additionally, teachers are required to create Universal Backward Design unit lessons that specifically highlight how they will support subgroups. In their lessons template, teacher's place the students in "buckets" to ensure proper scaffolds and differentiated instruction and resources are planned and used to support the different levels of students.

Services and Supports for English Learners

ELs are provided meaningful access to the FULL curriculum across content areas with provision of EL supports and services. Because ELs learn in their native language as well as English, and their foundational literacy is in their first language, they are **never** missing access to content or conceptual knowledge development. As the percentage of English increases at each grade level, ELs are supported as they are increasing accessing more curriculum resources in English. To do this, we ensure that we have leveled resources in our library and in our classrooms including leveled non-fiction resources to accommodate reading levels as they progress. Using GLAD strategies and through creation of their own instructional tools, teachers are able to ensure ELs access to the standards-based curriculum in all classrooms.

Students' home language (Spanish) is valued and embraced as a means to access curriculum content, as a foundation for developing English and is developed to high levels of literacy and proficiency along with English. This is inherent in our Dual Immersion Program where ALL students develop literacy in Spanish starting in Kindergarten. All students are working toward the goal of achieving the State Seal of Biliteracy and are assessed for proficiency in both languages in 8th grade to determine their Pathway to Biliteracy.

MLC prioritizes resources to support the conditions required to address EL Needs. For example, we have a leveled library of books in Spanish and English, differentiated curriculum models and materials, and reading intervention materials in Spanish and in English to address early and advanced literacy challenges. For intervention in Spanish, MLC uses *Esperanza* – a Spanish multisensory structured language approach for reading, writing, and spelling and the only Orton-Gillingham program in Spanish, provided by the Valley Speech, Language and Learning Center (<https://www.valleyspeech.org/esperanza>). In English, MLC uses the Wilson Reading System, a structured literacy program based on the phonological-coding research and Orton-Gillingham principles (<https://www.wilsonlanguage.com/programs/wilson-reading-system/>).

Reading Interventions are provided for ELs demonstrating below grade-level reading proficiency both in Spanish (K-2) and in English (3-8) using take place during the school day (utilizing other state funding) and before and after-school (using funding from 21st Century Learning and ASES). MLC's Special Education staff includes EL Data in the development of IEPs and in the implementation of services to support students dually identified. MLC LTELs are also students with disabilities, and staff uses data from multiple assessments, includes those conducted via an IEP to develop plans for improvement and growth for ELs with disabilities. This effort is facilitated in collaboration between special education staff and the classroom teacher, as well as intervention and support staff.

Process for Annual Evaluation of EL Program

Leaders establish goals and commitments to EL access, growth toward English proficiency, academic achievement and participation. Leaders work to engage in a continuous improvement cycle when monitoring goals. Goals are represented in actions and discussion across stakeholder groups. MLC utilizes the EL Roadmap Self-Assessment tool to annual assess our program and modify programs and supports for EL's according to best practices and state guidelines.

Process and Criteria for Reclassification

The following criteria are used in the reclassification of ELs.

- performance on the ELPAC in reading, writing, listening and speaking
- proficiency in English Language Arts as demonstrated by MAP, DRA and/or State tests.
- recommendation from teacher
- parent opinion and consultation

Process for monitoring progress of EL's and RFEP students

MLC monitors the proficiency and progress of English Learners and RFEPs using a variety of assessment tools including the ELPAC, CAASPP Data, Diagnostic Reading Assessments, and NWEA MAP interim assessments in reading and math. Data is analyzed school-wide in Professional Learning Communities during grade-level planning time by teachers and administrators. Data and plans are shared with parents and other members of the Charter School staff as appropriate to ensure a comprehensive approach to intervention. MLC teachers select FOCUS STUDENTS at the beginning of the year utilizing EL data to determine gaps in achievement for ELs and develops differentiated learning plans for those students. Teachers gather multiple means of data to select focus students. Once the focus students have been selected, teachers create SMART goals for the selected students. Four times a year, the teacher provides the administrator with evidence of the students' progress. The purpose is document that every focus student receives the support needed to demonstrate growth and reach grade level proficiency.

Process for Monitoring progress and supports for Long Term ELs

It is the goal for MLC students to reclassify prior to graduating 8th grade and with very few exceptions we meet this goal. At times, we have had late entry or special needs students unable to pass the ELPAC before graduating and those students are provided with additional supports such as 1:1 tutoring and a transition plan as they enter high school.

Gifted and Talented Students and Students Achieving Above Grade Level

28. Meeting the Needs of High Achieving Students

Students are identified for this subgroup by exceeding grade level benchmark in reading, writing or math or by demonstrating an above-average performance in a subject area. Teachers and parents may recommend students for Gifted Testing, which MLC arranges for in collaboration with LAUSD each year. The contact person for this is MLC's Principal.

Students in this subgroup receive support in the classrooms and through enrichment programs. Following are examples:

- Students can be placed in classes with higher level coursework. For example, students in sixth grade demonstrating seventh grade level abilities are grouped with other seventh graders and take courses at a higher level.
- In middle school grades, students are placed in Honors classes – for example, Honors Math, Algebra, Honors Science, etc.
- MLC's reading and writing curriculum has built in opportunities for higher-level learning. For example, with the leveled reading program, students apply reading strategies with a leveled book that is just right for them. This might mean a fourth grade student is reading a fifth-grade level book and using that book during reading lessons.
- Teachers differentiate rubrics and criteria based on levels of students. For example, teachers might have three sets of writing rubrics for an assignment based on the abilities of students allowing high achieving students to work at a higher level.
- Expert Groups – A GLAD strategy called Expert Groups, allows students the opportunity to develop an expertise in a subject area or topic and share that information with others.

In addition to classroom instruction, students in this subgroup have opportunities to engage in leadership through Student Council and student leadership.

Students Achieving Below Grade Level

29. Meeting the needs of Students Below Grade Level

Students who are achieving below grade level are identified by using the following assessments:

- ENIL/IRLA/EDL to determine which students are reading below grade level benchmark in English and Spanish
- MAP tests – to determine specific gaps in a child's academic progress in math and English Language Arts
- ELPAC – to determine needs of English Learners in Speaking, Listening, Reading and Writing

We look at data reports in the Fall and Winter of each school year to determine action plans for each semester. The data reports help classroom teachers create differentiated learning opportunities for students below grade level and it also helps the Charter School identify students for Intervention Classes. The data as well as teacher recommendation are used to create class lists for after-school courses in English Language Arts, Spanish Language Arts and Math. Courses are designed and taught by experienced teachers using intervention curriculum. Class sizes are kept at 10-12 students to maximize instruction and the classes meet two times per week. Pre- and post-assessments are used to determine the effectiveness of the intervention and shared with classroom teachers. In addition to the pre- and post-assessment data, the Curriculum and Assessment Coordinator creates mid-year and end-of-year reports to track and monitor progress of students in this group. Data is analyzed and used to determine if perhaps an SST is needed to further investigate the reasons for a student's lack of progress or achievement.

Socioeconomically Disadvantaged/Low Income Students

30. Meeting the needs of Low-Income Students

Low Income Students are identified using the Free and Reduced Lunch application. Because MLC is a Title 1 charter school, we have allocated funds from our budget to provide the opportunity for intervention courses to low income students through our Expanded Learning Grants. Data is collected and shared with parents and appropriate staff to monitor effectiveness of the intervention and progress made by students.

In addition, MLC allocates funds from the budget to purchase additional supplies, books and instructional materials for low income students. For example, textbooks are purchased in addition to online curriculum licenses for low income students to use at home in lieu of a computer. MLC provides access to computers for low income students to use after-school to complete homework assignments.

MLC staffs a librarian who maintains a library of over 23,000 leveled and library books for students to check out and take home each week. This ensures that low income students have ample reading material in both English and Spanish at the appropriate reading level.

MLC partners with the Music Center to provide free after-school intervention and enrichment opportunities for low income youth including Winter Camp, Spring Camp and Summer Camp when school is not session. With grants from ASES and 21st Century Learning, MLC is able to offer programs before and after-school.

MLC offers PESA (Parent Expectations Support Achievement), a free six-week parenting course provided by two trained facilitators. Parent literacy workshops are also provided free on the weekends by our faculty to help parents help their children at home. In addition, various parent workshops in the area of Mental Health are provided in collaboration with the Los Angeles County Department of Mental Health.

MLC is able to provide meals for students which is free or reduced in cost. Our before school and after school program offers meals through the Child and Adult Care Food Program. This is a federally funded program and allows us to serve free breakfast and supper meals to any student who attends our before or after school program on instructional days. In addition, it also allows us to serve one snack and a meal on any non-instructional day for supplemental services. This includes field trips on Saturdays and camps during our breaks.

As part of our Title 1 Parent Involvement Policy, parents of low income students are provided with opportunities to support the education of their child at meetings designed to:

- discuss current student assessment data and student progress.
- provide information about Charter School and community resources for student academic improvement.
- evaluate the effectiveness of the Charter School's parental involvement policy to increase participation in Title I activities.
- conference with teachers and improve communication between the charter school and home.

- provide training programs to help parents support and work with their children at home and at school.
- educate parents of English Learners on how the program meets their needs, the resources available and requirements for reclassification.
- discuss options for parents to obtain supplemental educational services (if demand exceeds available funds, priority for this service goes to lowest-achieving students).

MLC provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet. MLC accomplishes this in the following ways:

- **Back to School Nights:** Parents are invited within the first month of school to meet their child's teacher, visit the classroom, and learn about the grade level curriculum, academic and behavior expectations, homework and grading policies, modes of communication, available intervention programs, and opportunities for volunteering.
- **Reporting Periods:** Grades K-8 have three reporting periods during the school year, while students in grades 6-8 receive periodic progress reports in addition to their trimester grades during the year. During these reporting periods teachers provide parents with updates on student progress in academic areas, behavior and citizenship, and social development. A pupil-free day is scheduled prior to the first and second reporting period for parent-teacher conferences. At the first conference teachers and parents discuss student needs and strategies to ensure academic, physical and social growth. Subsequent parent conferences are held regularly on an as-needed basis.
- **Information Meetings:** Various meetings are scheduled throughout the year to inform and educate parents on specific topics such as: English Language Development, Common Core, State Standardized Testing, Special Education, Positive Behavior and any other topics requiring attention.
- **Exhibition Days:** At the end of the year parents are invited for a day-time event in their child's classroom to witness the culmination of the students' work. In addition student led conferences allow parents to view work portfolios as well as evidence of goal achievement.

In addition, the Charter School regularly mails parents results of standards-based individual student assessments, as well as the school-wide summary data of standards-based assessments and State Standardized results when available.

Students with Disabilities

NOTE: The Federal, State and District Required Language contains all provisions that address matters related to students with disabilities and special education.

Students in Other SubGroups

31. Foster Youth

Foster Youth receive similar support as Title 1 students and automatically receive free lunch. Our office administrator uses CALPADS, as well as the County Educational Passport System (EPS) to pull monthly reports and identify any students who are in the California Department of Social Services system as Foster Youth and Former Foster Youth and is able to ensure resources including learning materials are made available. Charter school staff reaches out to Foster Parents and include them in opportunities to engage with the community as the child's legal guardian.

32. Narrative of a typical day at MLC

In each classroom children pursue answers to questions they have about the world as posted on charts or in their journals. They gather information and create meaning for themselves with the help of the teacher as facilitator and architect of a stimulating learning environment. Students construct and reconstruct meaning in an ever-evolving process. As students make meaning, they are gaining content knowledge and new skills, reinforced by teacher-directed lessons, small-group instruction, and practice. They experience choice, inquiry, multiple resources, decision-making, and gain the confidence that they are learning through their own initiative—stimulated by their own curiosity and imagination. Children learn through multiple sources and experiences—investigation, independent research, hands-on projects, skills lessons, group activities, experiences in the arts—all the while making new connections and new meaning. This process of teaching and learning builds on children's inquisitive nature, and leads to deeper understanding, and greater retention for learners. These strategies ensure that all students are able to experience success at the appropriate developmental level.

Students are reading, writing and speaking in two languages! Primary learners are learning to read and write in Spanish while middle school students are able to read in one language and write about what they read in the other. Teachers are providing instruction in either Spanish or English and student work reflects their academic knowledge and vocabulary in both languages.

The physical setting of the classroom is conducive for students working with each other in collaborative groups. Students sit in tables facing one another to facilitate interaction and communication (key aspect of a dual language program). The teacher facilitates learning by moving around the room, working at times with different groups of students, differentiating instruction to meet individual needs. For example, a teacher might work with a targeted group of students on specific language arts or math skills, while the rest of the class works independently. If other adults are in the room such as an aide, parent volunteer, or resource teacher, those adults might also facilitate a small group under the teacher's guidance.

Student drafts as well as completed projects are seen on the walls of the classroom. Students make choices about working at different learning centers and are free to collect information they need from bookshelves, resource tables, and computers throughout the classroom. Student mentors, volunteers, community members, and parents help the children learn and make connections to their learning. Students interview each other and outside sources and do research on the Internet to support their learning in the classroom.

Students spend time outside their classroom in the media lab and library to practice skills, conduct research and deepen their knowledge. They use computers and resources in their classrooms and the media lab/library to create in-depth products of knowledge.

Outdoors children are playing sports or enjoying meals under the covered patio. As they move between areas, they are reminded by staff to walk safely and quietly. They take responsibility for their campus, picking up trash and taking care of equipment. All around campus, students are reminded of the MLC five standards as the Dame 5 (High Five) posters communicate expectations. Students are given tickets for being safe, caring, respectful, responsible and tolerant.

**Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

1. Measurable Goals and Objectives

MLC’s annual measurable goals and objectives of the educational program are stated in the LCFF Table in Element 1.

2. Performance Targets Aligned to State Priorities

The performance targets for all pupils and subgroups aligned with the eight state priorities are stated in the LCFF table in Element 1.

3. K-2 Performance Targets

The performance targets for K-2 students is included in the LCFF table in Element 1.

Other Performance Targets

4. Chart of Goals/Key Features

Other measurable goals specific to MLC's program are stated in the LCFF chart in Element 1.

Summative Assessments for Measuring Student Academic Performance and Growth

MLC uses MAP tests designed by the NWEA in Math, Language and Reading for students in grades K-8, and ELPAC to analyze student academic achievement.

The summative assessment tools MLC uses to measure student goals and outcomes are described below.

- **ELPAC** is the English language assessment selected by the state to fulfill the legal requirements of initially and annually testing English learners. This assessment is given to English Learners annually with an expectation that students will demonstrate progress in each of the 4 target areas: listening, speaking, reading, and writing.
- **CAASSP (Smarter Balanced Tests):** MLC students in grades 3-8 take the Smarter Balanced test annually. It is expected that students will demonstrate growth from year to year in math and English language arts on the Smarter Balanced Tests. We also expect to see the percentage of students meeting or exceeding standards to increase each year. Based on initial data and patterns, we do expect grade level cohorts to achieve at higher levels each year they are enrolled in the dual immersion program at MLC.
- **Measures of Academic Progress (MAP)** – Northwest Evaluation Association (NWEA) developed MAP, a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Students take the tests 2 times per year in Language, Reading and Math once in the fall and once in the Spring. It is expected that students will improve their MAP score in Reading, Language, and Math between the fall and spring test each year. MAP data is very detailed for each student, pinpointing specific standards of strength and challenge.

Method for Measuring Pupil Progress toward Outcomes: Formative Assessment

5. Monitoring and measuring student progress

Our approach to assessment embraces several principles:

- Assessment is continuous and informs every aspect of instruction and curriculum
- Assessment is integrated with learning
- Assessment involves what students' know, do, and how they use what they know to learn more
- Assessment is developmentally and culturally appropriate

- Assessment invites collaboration among teachers, students, and parents

Formative Reading Assessment

MLC uses *Estructura para la Evaluacion del nivel independiente de lectura* (ENIL) for Spanish reading and *Independent Reading Level Assessment Framework* (IRLA) for English reading. Both assessments are published by the American Reading Company and are designed to use simultaneously in support of dual immersion programs.

ENIL and IRLA are formative assessment tools focusing on:

- Developmental Reading Taxonomy -
- Formative Assessment – Teachers start with what the student CAN do then identifies the one essential skill/standard that student needs to move reading levels, help him learn it, and repeat in a relentless march toward grade level and beyond. Teachers know their students, students know themselves, and teachers and students are partners in the learning process.
- Real-Time Data Tracking- ENIL/IRLA allows teachers to track progress in real time. Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.
- Text Leveling – In order to determine reading level, every book is double – blind hand – leveled using the three legs of text complexity and located on our developmental taxonomy of reading acquisition.

In addition, the following formative assessments are used to monitor student growth and determine if the majority of students meet the desired effect of a lesson. Formative assessments such as these are used daily by classroom teachers.

Portfolio: A collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas. The collection includes student participation in selecting content, the criteria for selection, the criteria for judging merit including formative and summative rubrics, and evidence of student self-reflection in a journal. Items are collected 4-6 times a year when units of study are completed.

Ongoing Teacher Observation: Teachers use checklists, kid-watching forms, anecdotal records, interviews, and questionnaires to insure that students have acquired appropriate skills and content knowledge. An example of a school-wide checklist, is the ELD Checklist used to monitor progress made by English Learnings in mastering ELD standards. This Checklist is filled out and shared with parents during parent conferences.

Exhibition Project: Teachers identify important performance tasks based on their curricula and state standards, design appropriate scoring rubrics that measure what students know and how well they apply what they know. Students may create their own rubrics for projects and presentations and evaluate their peers using feedback forms. Exhibition may be done across classes in a grade level to broaden horizons and have additional opportunities to provide peer feedback and compare and contrast different approaches. Exhibition Projects occur throughout

the year and are typically aligned with social studies and science themes integrated with art, math, reading, and writing.

Student-led Conference: Students present to teachers and/or parents an evaluation of their own progress and seek feedback and suggestions for improvement. Celebrating accomplishment of goals leads to the setting of new goals and higher expectations.

Teacher-led Conference: During Reader's and Writer's Workshop, teacher-led conferences seize an opportunity to enhance learning, build on a spontaneous event or student interest, or to differentiate instruction to address individual misunderstandings.

Peer Conferencing: Students share work, such as a piece of writing, with each other using Peer Conferencing Guidelines for speaking and listening.

Parent/Child/Teacher Interviews: Parents respond to student portfolios. Students explain their progress and evaluation of self in different learning areas and set new learning goals.

Exit Tickets: Exit tickets allow a teacher to gain knowledge of a quick fact that students have learned during a lesson. Students are asked to write down or verbally share a fact or lesson learned upon exiting the class to go to their next class, to recess, lunch or home, on in a transition to another subject area. Based on student responses, teachers can quickly determine if the majority of students met the desired outcome.

Learning Logs: Students reflect on the material they are learning in a Learning Log Journal. They record the processes they go through in learning something new, and write down questions. The Learning Log allows students to make connections to their new knowledge, set goals, and reflect on their learning process. Teachers and students use Learning Logs to monitor student progress toward mastery of learning goals and adjust instruction as needed. The teacher responds to student entries, providing feedback on what they are doing well and asks questions to deepen understanding of material.

Data Analysis and Reporting

6. Plan for collecting, analyzing, using and reporting academic performance and other data.

Every year MLC holds a whole staff summer retreat that focuses on professional development as a means to student achievement. MLC staff analyzes internal assessments such as ENIL/IRLA, MAP and SBAC scores to identify trends across the grade levels and discuss implications for teaching and learning. During the summer retreat, school-wide instructional goals are decided upon by the staff taking into considerations strengths and needs across the grade levels. Once the goals have been identified, each grade level creates a plan of action as to how their grade level will meet the school-wide instructional goals. MLC teachers also identify personal goals for themselves and create a plan to support their professional growth throughout the school year. MLC students identify goals with their teachers at the beginning of the school year and create a plan that supports their needs as learners.

Throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. The MLC staff will use a variety of protocols including but not limited to Professional Learning Communities, Critical Friends, Data Analysis graphic organizers to guide teachers in analyzing student work and formative assessments.

Assessment Data is reviewed during staff meetings after data has been collected. For example, in the summer retreat staff reviews end-of-year data including CAASPP, ENIL/IRLA, ELPAC, and MAP. ENIL/IRLA is constantly analyzed by grade level teams during PLC's, however charter school wide analysis is done twice per year. In addition, administration meets with teachers during grade level PLC meetings throughout the year.

Information from Summative and Formative assessments are utilized during parent and student conferences, in progress reports to parents, during team planning, Board meetings, and in charter school-wide communications to parents. Using this information, teacher teams identify the need for improvements in curriculum and instruction and identify appropriate professional development to address these needs. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning.

Following is an outline of how MLC Assessment Data is used to inform curriculum and instruction, monitor educational program, and inform stakeholders.

- ELPAC data is used by teachers to create Individual ELD Plans for each student based on their ELPAC level. Proficiency on the ELPAC is also the first requirement used to determine if a student can be reclassified to RFEP, along with teacher recommendations and other performance data. Parents of EL's receive a notification that their child will be taking the test, and they receive the results of the test. The purpose and outcomes of the ELPAC are explained to parents at an EL Parent Meeting along with an explanation of MLC's curriculum and programs to support their children. Parents also receive information on ways they can support their child at home and enroll students in After-School Intervention classes at MLC free of charge. Charter school-wide ELPAC data is a means to meet goals in MLC's English Learner Plan is shared with the Advisory Council, Board of Directors and summarized in a letter to the entire school community.
- MLC uses the growth and achievement data from **MAP and Smarter Balanced** tests to develop targeted instructional strategies and to plan charter school improvement. Test results help teachers make student-focused, data-driven decisions. Data is used by teachers to create differentiated learning groups and instructional plans for students based on their specific needs. Charter-school-wide data is used to make decisions regarding professional development and needs for curriculum resources. Parents receive a letter when students are taking these tests and they receive data with scores and growth goals (MAP) when the tests are completed. Teachers also share their detailed MAP reports with parents during parent conferences and discuss strategies for meeting student needs whether it be intervention or acceleration. Charter school-wide data is shared with the Advisory Council, Board of Directors, and the charter school community annually.

- Teachers use **ENIL/IRLA** data to determine specific instructional needs for each student in fluency, reading comprehension, word analysis and vocabulary development. ENIL/IRLA outcomes are used to create leveled reading groups and differentiate instruction for students with similar needs. ENIL/IRLA results determine students in need of after-school reading intervention courses in both languages. ENIL/IRLA results are also used to assist in purchasing additional leveled books based on the number of students needing books at each level and in each language. Parents receive their child's reading level data on report cards and during parent conferences. Teachers provide parents with book lists and suggestions/expectations for reading at home.
- **Formative Assessments** are used daily by teachers to determine if the desired effect of the lesson or learning activity was achieved. The outcome of the assessment will identify instructional needs of students and provide the teacher guidance for differentiated groups, individualized instruction, interventions, and the need for re-teaching concepts that were not understood or mastered. It also reveals the interests and engagement of students so teaching can be adapted to help students pursue interests. Formative assessments are also used by Administrators in their observation of teachers to determine the effectiveness of instruction and impact of instruction on student learning. In order for teachers to be scored above the mid-range on the evaluation scale, they must have demonstrated monitoring students for the desired effect of the lesson which is achieved through Formative Assessment.

MLC seeks input from stakeholders in the monitoring and evaluation of the charter school's program.

- The MLC Board monitors achievement in order to assess the performance of the Executive Director, implementation of the LCAP and to approve budget allocations.
- Advisory Council monitors implementation of school-wide goals, communicates progress to the charter school community, and gives input to action items to support outcomes.
- The Principal hosts grade level breakfasts for parents each month to facilitate dialogue and get feedback.
- Parent Forums allow parents to bring up topics relating to the charter school program that need input or clarification by staff.
- District Validation Review for Special Education and the LAUSD Site Visits from the Charter Schools Division.

Leadership provides regular school progress reports and student achievement data to all stakeholders

- Board reviews student achievement data annually.
- Teachers review student achievement data as a staff each year looking at school-wide trends, grade level, classroom, and individual student data to determine group goals and appropriate professional development and interventions.

- Parents receive progress reports of student achievement three times during the school year (four times in middle school) and a parent conference at the beginning and end of the year to examine student progress and portfolios of their work.
- Administration provides an analysis of test results and plans to address needs in the welcoming letter at the beginning of the school year and intermittent progress reports throughout the school year.
- Parents and teachers receive results of standardized tests for students.
- MLC reports on charter school progress in school-wide communication and on the website to community and authorizers.

Grading, Progress Reporting, and Promotion/Retention

7. Grading and Progress Reporting Systems.

Reporting Periods and Parent Conferences (K-5)

We have three reporting periods during the school year during which teachers report on student progress in academic areas, behavior and citizenship, and social development. Parent conferences are held prior to the first reporting period at which time annual student goals are discussed. Subsequent parent conferences are held regularly on an as-needed basis. For the final reporting period, parents are invited to review student portfolios and their progress.

Teachers assess students using both Formative Assessments (questioning, observing, conferencing, daily classwork, group discussions, etc.) and Summative Assessments (tests, final projects, etc.). Assessment takes place during all stages of the learning process and also includes self-reflection by the student.

Teachers measure student's progress in English and Spanish reading through the ENIL (Estructura para la Evaluación del Nivel Independiente de Lectura) and IRLA (Independent Reading Level Assessment Framework). The ENIL/IRLA:

1. Produces valid and reliable baseline (independent) reading level, grades K – 8th
2. Provides diagnostic information on each student that is useful to students, parents, teachers, and administrators.
3. Helps teachers track student progress in real time.
4. The ENIL/IRLA is built on the Common Core Standards for reading.

K-5 Report Cards Assess student progress according to the following scale:

- 4 = Advanced
- 3 = Proficient
- 2 = Developing
- 1 = Emerging

Students are assessed in the following areas according to the Common Core Standards in the language of instruction for each grade level:

- Reading (Literature, Informational Text, Foundational Skills)
- Writing (Use of Writing Process, Narratives, Informative/Explanatory, Opinion, Research to Build and Present Knowledge)

- Listening and Speaking
- Language (Conventions, Vocabulary Acquisition and Use)
- Science
- Social Studies
- Math (Counting and Cardinality for Kinder, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operation with Fractions for grades 3-5, Measurement and Data, Geometry)
- Visual and Performing Arts
- Physical Education
- Work Habits (Homework Completion, Quality of Work, Effort)
- Behavior Standards (Respectful, Responsible, Safe, Caring, Tolerance)

Middle School Assessments and Report Cards

Progress Reports are provided midway through each semester and Reports Cards at the end of each semester. The purpose of the Progress Report is to let parents know how students are progressing toward achieving behavior and academic goals. Report Card grades are final grades for the term. At that time students with a GPA of 3.0 – 3.4 will have earned the Silver Honor Roll and students with a GPA of 3.5 – 4.0 the Gold Honor Roll. In addition, students with less than a 2.0 GPA or any U or F or excessive tardies may become ineligible for special activities including Sports Teams and Dances. Letter grades are given for Academic and PE classes and Pass or Non-Pass for elective courses.

Middle School Grading System	
A	The letter “A” indicates superior work that is above and beyond mastery of state standards. Student consistently excels in quantity and quality of work. The student earned 90% of total points possible in course.
B	The letter “B” indicates above average work that demonstrates mastery of state standards. The student maintains a good standard of work. The student earned 80% of total points possible in the course.
C	The letter “C” indicates average work that demonstrates a clear understanding of the state standards. The student does expected work at a moderate level of achievement. The student earned 70% of total possible points in the course.
D	The letter “D” indicates below average work and demonstrates that student is barely meeting the state standards. The student is working at a minimally acceptable level of achievement. The student earned 60% of total points possible in the course.
F	The letter “F” indicates that student failed to meet minimum requirements and did not meet the state standards. Student met 59% or less of the total points possible in the course.

Students maintaining a 3.0 GPA or higher will be listed on the MLC Honor Roll and will receive achievement certificates at the end of the school year. These students should not have an “F” or “U” on the report card nor excessive tardies or absences.

The criteria for Extra-Curricular Ineligibility are:

- A GPA of lower than 2.0 on the most current report card

- Any “F” or “U” received on the most current report card
- A NP (no-pass) in an elective course on the most current report card
- Excessive tardies before school and between classes

Students may be considered **ineligible** for extra-curricular activities such as:

- Participating on a Competitive Sports Team (YPI)
- Working in the Student Store
- Holding any position on Student Council
- Choosing Elective Courses (Study Hall may be substituted as appropriate)
- Participating in Service Learning

Online Gradebook

Middle School parents can access classroom and student information on our website. Each parent is issued a login and password that each year will allow access to classroom webpages, student assessments, and information posted by teachers. Teachers post student gradebooks online so parents can see updates on student progress, completion of assignments, etc.

Promotion and Retention

At the end of each school year, K-8 teachers submit recommendations for Retention and/or Promotion. For retention to be considered, teachers must have evidence of multiple examples of intervention and parent conferences throughout the school year in addition to academic data demonstrating a significant lack of content standard mastery in more than one subject area. It must be determined that the student would benefit academically and socially from repeating the grade level standards for retention to be suggested. In lieu of retention, a decision can be made to implement an improvement or intervention plan to support student as they promote to the next grade level.

Occasionally students will be promoted beyond the next grade level if they demonstrate academic and social readiness. This occurs most often with TK students who are integrated into Kindergarten classes who demonstrate academic and social readiness for First Grade after their TK year. This decision is made jointly between teachers, parents, and administration.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter

School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

1. MLC's Governance Structure

Organizational Chart and Structure of Stakeholder Relationships

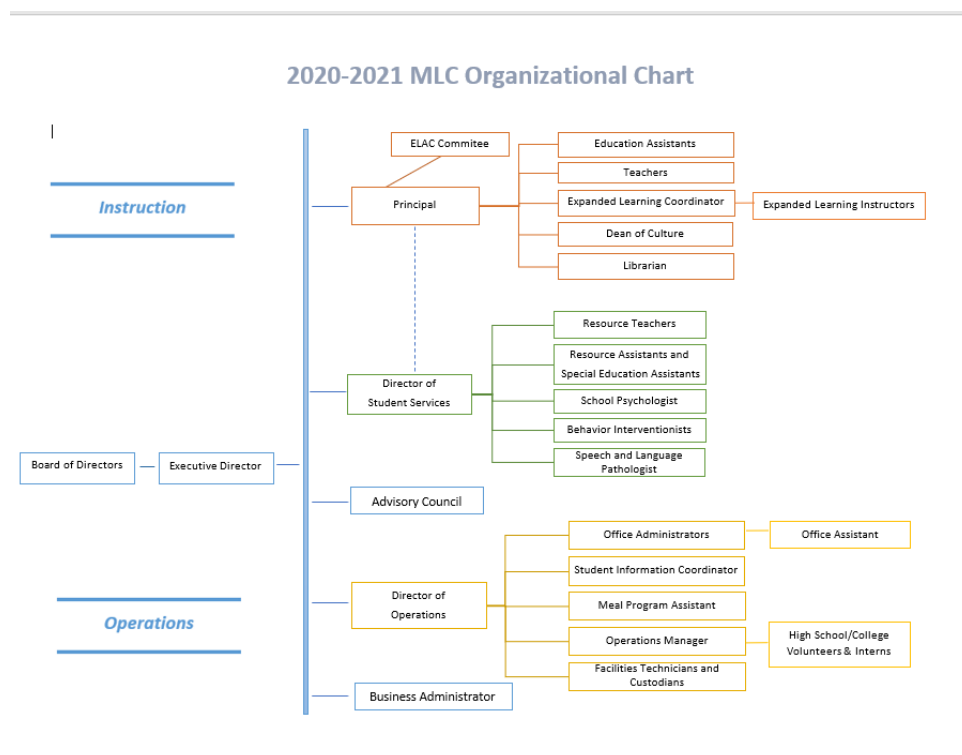
The Multicultural Learning Center is a California Public Benefit Corporation pursuant to California law. MLC is governed pursuant to the bylaws adopted by the Board of Directors, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Directors provides oversight of Charter School policies and has legal and fiscal responsibility for MLC's operation. The Board of Directors is responsible for ensuring that MLC operates in a manner consistent with the achievement of its mission and goals.

The Board of Directors selects and evaluates the Executive Director. The Executive Director supervises the Leadership Team which includes the Principal, Director of Student Services,

Director of Operations and Business Manager, and those members directly supervise the rest of the staff. In addition, the Executive Director leads the Advisory Committee

As you can see in the chart below, the Board of Directors has direct oversight of the Executive Director. Under the Executive Director are the following personnel:

- Principal – oversight of all general education and non-core teachers at the Charter School, Education Assistants who support instruction and supervision of students, the Dean of Culture who oversees school-wide social emotional learning and provides daily supervision of middle school campus, and the Expanded Learning Coordinator who supervises the Expanded Learning Staff (before and after-school programs). The Principal is also the administrator of the ELAC committee.
- Director of Student Services – while the Principal also guides this individual (hence the dotted line) the Executive Director provides direct supervision and evaluation. This position oversees the Special Education staff including Resource Teachers and those listed in the chart as well as provides oversight of Special Education Contractors.
- Director of Operations – oversight of the administrative office and facilities staff on both campuses, as well as the Operations Manager who supports the middle school campus.
- Business Administrator – this position serves financial and human resources functions: payroll, benefits administration, liability and worker’s comp, accounts payable, and serves as the Custodian of Records (as does the Executive Director).
- Advisory Council – the Executive Director is responsible for oversight and administration of the Advisory Council – which is MLC’s name for School Site Council.



Major Roles and Responsibilities

The Board of Directors has fiscal and legal responsibility for the MLC. It delegates oversight of daily operations and general management of the Charter School to the Executive Director and staff. The Board meets regularly four times per year at MLC and posts agendas 72 hours prior to meetings on the website and window of the charter school. Meeting minutes are posted on the website and are available in the Charter School office once they have been approved by the Board. Special Board Meetings are organized in the same fashion and meeting agendas are posted at least 24 hours in advance. Everyone is welcome to attend Board Meetings.

The Board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving annual contracts over \$100,000.00, approving the MLC's annual budget and overseeing the MLC's fiscal affairs, and selecting and evaluating the Executive Director. The Board is also responsible for hearing appeals for Expulsions.

The Board establishes criteria to insure that policies facilitate achievement of the Charter Schools mission. It receives surveys, test data, attendance statistics, reports and other information from the faculty, staff, Executive Director, and other concerned parties as needed to evaluate the effectiveness of the Charter School and the degree to which the goals and directions of the Charter School are being achieved. The Board develops strategic plans to meet annual and long-term goals and determines budget allocations for salary increases and employee bonuses based on the achievement of school-wide goals. The Board of Directors delegates oversight of daily operations and general management of the Charter School to the Executive Director and staff.

By-laws that govern the Board of Directors have been developed and are included in TAB 3 along with the Articles of Incorporation.

The Board President is responsible for facilitating meetings, ensuring board policies are followed, receiving complaints from the community, approving reimbursements owed to the Executive Director, signing the employment agreement for the Executive Director, and leading the evaluation of the Executive Director.

The Chief Financial Officer (CFO) is responsible for: reviewing the annual audit and has fiscal oversight of the organization.

The Secretary is responsible for taking and distributing meeting minutes, signing bank documents as a signatory, and signing resolutions once adopted.

The Executive Director is responsible for leading the organization as deemed by the Board of Directors and meeting goals and objectives annually set forth by the Board of Directors. A full job description for the Executive Director is provided in Element 5.

The Principal is responsible for the instructional and educational program and developing school culture. The Director of Students Services is responsible for Special Education and Behavior.

The Director of Operations is responsible for facilities management and day-to-day operations of the Charter School and serves as the fiscal manager. Detailed job descriptions are in Element 5.

Board of Directors Composition and Member Selection

2. Composition of (Board of Directors) and Contribution to Effective School Governance

MLC's Board of Directors is currently comprised of members with expertise in legal, finance, curriculum and instruction, policy and practice for English Learners and Hispanic youth, child development, charter school management and leadership, education policy, special education, nonprofit management, and human resources. This range of expertise contributes to an effective school governance in that all areas of school program and operations are well represented. The minimum number of board members is 7 and the maximum is 11 per the Bylaws.

Board members serve up to four two-year consecutive terms. Members serve alternate terms, so there will always be experienced board members returning to the Board as new members are elected. Candidates are considered for election to the board when a vacancy occurs or when new expertise is desired by the members. Potential board members are considered qualified if they have professional experience in an area of interest to the Board such as finance, education, policy, legal, human resources, facilities, real estate, etc.

3. Criteria and Process for Selecting Governing Board Members

At least one hundred and twenty (120) days before the end of any Director's final term in office, the Board of Directors shall be notified by the Board President of the need to fill the upcoming vacancy. Directors shall then submit to the Board of Directors at least thirty (30) days before the date any election will take place, curriculum vitae or resumes of persons for creation of slate of nominees to be presented at the meeting of the Board at which an election will take place. When a meeting is held for the election of Directors, any Director present at the meeting in person may place names in nomination. Board members can also be nominated by the Executive Director or a member of the community via the Executive Director.

A vacancy or vacancies on the Board of Directors shall occur in the event of (a) death; (b) resignation of any Director; (c) the declaration by resolution of the Board of a vacancy in the office of Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or (d) the increase of the authorized number of Directors.

Except as provided below, any Director may resign by giving written notice to the Chairman of the Board of Directors, if any, or the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If the Director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (1) the unanimous vote of the Directors then in office, (2) the affirmative vote of a majority of the Directors then in office at a

meeting held according to notice waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Director. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Governance Procedures and Operations

4. Meeting Requirements and Procedures of Governing Board and Committees

The Board of Directors meets quarterly in October, January, April and June and more often as deemed necessary by the Executive Director or Board President. In addition to the regular quarterly meetings, there is a Summer Retreat scheduled in July or August. All meetings are accessible via ZOOM and in-person. At the in-person meeting on campus, the meeting is conducted live and also using ZOOM for purposes of teleconferencing and recording. The presentations are projected on ZOOM and each board member uses their laptop to follow along or the presentation is projected on the wall or provided in paper copy as needed. The sound is accessible on the speaker phone so all voices can be heard and shared with those joining remotely. ZOOM allows participants to join the meeting via a computer- or via phone. The purpose for utilizing ZOOM is to enable the Charter School to record the meeting as required by law, and to allow board members and/or the public to attend remotely as necessary. If a Board Member is attending remotely, their location is added to the agenda and notice and must also be posted at their location. When a meeting is held in person at the Middle School Campus located at 8211 Remmet Avenue in Canoga Park, the meeting is accessible virtually via the ZOOM platform from the elementary campus at 7510 DeSoto Avenue in Canoga Park and vice versa. Meeting notices, agendas, minutes and recordings are posted in accordance to Brown Act timelines on the window next to the MLC offices on at both our elementary and middle school campuses., on the MLC webpage, and mailed directly to the Board via e-mail. Minutes and Recordings of meetings are available to the public on the website or through request from the front office. The annual calendar is set during the Annual Meeting in June for the following year or at the first meeting of the fiscal year. Committee meetings are scheduled as needed throughout the year.

5. Governing Board Decision Making Procedures

A quorum consisting of a majority of the total board members of the board then in office must exist for the Board of Directors to vote on any action items. Board members must abstain from voting in regard to their own nomination to an officer position or reinstatement to the board after a two-year term expires. Board members may attend by teleconference or meetings may be held by teleconference and the locations of the members meeting via teleconference will be posted on the agenda. All votes are taken and recorded using roll-call which is the responsibility of the Secretary.

A board member abstains from voting at their own discretion and in the following circumstances:

- When they are being voted in as a member or officer
- When minutes are being approved for a meeting they did not attend
- When they are deemed a non-voting member due to the need to phone in when we did not post their location on the agenda

- When there is a perceived conflict of interest (for example in regard to the Executive Director's evaluation and compensation in the case of Toby Bornstein, who is the charter school's founder and the current Executive Director's mother).

Stakeholder Involvement

6. Stakeholder Involvement Plan and Process

Roles of Parents and Staff in School Governance

Advisory Council

Led by the Executive Director, parents, administrators, and teachers meet throughout the school year to evaluate and analyze school-wide goals and objectives outlined in our Local Control Accountability Plan (LCAP) and other school-wide strategic plans. This includes reviewing plans and policies required for Title I, II, III, and IV. The Advisory Council is also responsible for stakeholder engagement activities, such as surveys, focus groups, and Parent Forums and serves the function of the Wellness Committee. Outcomes of the Advisory Council are shared with the Board of Directors by the Executive Director who is responsible for leading the Council. All parents and staff are invited to be part of the Advisory Council. There is an open application process at the beginning of each school year. Advisory members commit to two-year terms on a staggered schedule, so we have continuity one year to the next. Training is provided to ensure members have knowledge of the LCAP as well as the California Dashboard, MLC Budget, and other elements relating to the LCAP. At the first meeting of the year, the Council divides into sub-groups to address different goals from the current LCAP and work on action or assessment activities in between Council meetings. At meetings, the subgroups share information collected, pose questions, discuss options. The Advisory Council meets at least three times per year in September/October, January/February, April/May and as needed in between. The timeline is determined by the Council at the beginning of the school year.

English Learning Advisory Committee (ELAC)

ELAC has the primary responsibilities described below:

- Advising the principal and staff in the development of the EL Master Plan as well as site-based implementation plans for English Learners. Plans are shared with the Advisory Council for inclusion in the LCAP.
- Assisting in the development of the schoolwide needs-assessment
- Designing School Attendance Communication Campaign in collaboration with Advisory Council.

The ELAC Committees meets four times per year or as needed and the committee members are provided with training in MLC's strategic plans and budgets as well as in understanding school-wide data on the California Dashboard. While the Principal has oversight of this committee, other staff members support implementation of meetings and activities. To encourage engagement of our EL families, these meetings are conducted in Spanish and translated in English as needed.

Challenge Committees

Challenge Committees are created to address areas of need identified by staff giving all members of the charter school community (teachers, administrators, parents, and community members) an opportunity to be involved in the decision-making process and contribute their expertise.

Operating procedures are developed by each committee based on the nature of their work together. Outcomes, events, and activities are shared with the staff via school leadership and committee chairs (which are staff members). The same information is shared with parents via school communications in English and Spanish on Parent Square. Outcomes are shared with the Board of Directors by the Executive Director. Committees may include:

Marketing and Outreach Committee

This committee includes staff and parents who work together to market the Charter School for the purposes of:

- recruiting new families to MLC
- retention of students and families at MLC
- community awareness
- charter school advocacy

Health and Safety

This committee includes staff, parents and community members and addresses issues of health and safety at MLC including but not limited to:

- Scheduling fire and earthquake drills
- Maintaining emergency kits (food, water, etc.)
- Coordinating staff emergency procedures and responsibilities
- Addressing and identifying parking lot and other safety issues

No Place for Hate Committee

In partnership with the Anti-Defamation League, MLC is engaged in the No Place for Hate campaign. Adults in the community (teachers, staff, parents) are trained by ADL along with student leaders to develop year-long implementation plans to develop a culture of No Place for Hate on campus.

Student Success Team 'SST'

The SST committee consists of staff only and exists to ensure the success of all students and is mandated by the California Ed. Code. It is a regular education function, the purpose of which is to have charter school staff and parents work together to solve problems locally. MLC is responsible for documenting its attempts to utilize all general education resources to modify programs of individual students who are having difficulty with the methods that may otherwise be successful for a large group. Teachers refer students to the SST committee for academic and/or behavior problems. The SST committee meets on a regular basis to schedule meetings with appropriate charter school staff and parents of students who are referred to SST, who then become a team that meets to evaluate student needs and to try to meet these needs through the general education program.

Professional Development Cadre

This is a committee of teachers and instructional leaders to identify needs and develop the annual Professional Development Scope and Sequence. Members of this CADRE are often sent to various conferences and professional development workshops to gather more information and develop new strategies and resources to bring back to the charter school community.

Teacher Culture and Retention Committee

This committee includes the Charter School Executive Director, Principal, Teachers and can also include interested parents to administer and analyze teacher surveys, develop salary scales and incentives, develop coaching and professional development plans, and design activities to ensure a positive teacher culture and retention of high quality staff.

Wellness Committee

The Multicultural Learning Center recognizes the link between student health and learning and provides a comprehensive program promoting healthy eating and physical activity for our students. MLC supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological services, health promotion of staff, a safe and healthy school environment, and parent and community involvement.

MLC's policy related to student wellness is developed and monitored by the Advisory Council made up of parents, faculty and staff. Each year the charter school appoints a committee chair to organize the members consisting of representatives of the above groups into a subcommittee to focus on the charter school wellness policy. The committee may also include charter school food professionals, and members of the public: district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and others interested in school health issues.

MLC's Wellness Sub-Committee assists with policy development and advises MLC on health related issues, activities, policies and programs. The committee's charges may include planning and implementing activities to promote health within the charter school community.

LCAP Development

There are three Stakeholder Structures that focus on the LCAP development and analysis of annual outcomes. They include: MLC Board, Advisory Council and ELAC described in detail above. In addition to these groups which include a cross-section of community members, parents, and staff, MLC engages the larger community in annual experiences around the design and analysis of the LCAP:

- **LCAP Leadership Team** – This team meets throughout the year to develop and analyze the LCAP with input from other stakeholder groups. This team includes the Executive Director, Director of Operations, Principal, Director of Student Services, Dean of Culture, Operations Manager, Business Administrator, and Expanded Learning Coordinator, and MLC Teachers from various grade levels
- **Teacher Meetings and Surveys** – The Executive Director meets with the faculty throughout the year engaging input and feedback to drive the development and/or

analysis of the LCAP. It is possible that Advisory Council will support this function as well.

- Parent meetings held to engage all parents in discussions around the LCAP throughout the year.
- Student Focus Groups and Surveys conducted by Advisory Council
- Parent Focus Groups and Surveys conducted by Advisory Council
- Parent Forums or Town Hall Meetings

Stakeholders and the Educational Program

The Charter School community convenes regularly in regards to MLC's Educational Program.

- **Back to School Nights:** Parents are invited within the first month of school to meet their child's teacher, visit the classroom, and learn about the grade level curriculum, academic and behavior expectations, homework and grading policies, modes of communication, available intervention programs, and opportunities for volunteering.
- **Reporting Periods:** Grades K-8 have three reporting periods during the school year. In addition, students in grades 5-8 receive progress reports 4 times a year. During these reporting periods teachers provide parents with updates on student progress in academic areas, behavior and citizenship, and social development. A pupil-free day is scheduled prior to the first reporting period for parent-teacher conferences. At the first conference teachers and parents discuss student needs and strategies to ensure academic, physical and social growth. A second pupil-free day is scheduled prior to the second reporting period as well for teachers to focus on students who need an additional conference. Subsequent parent conferences are held regularly on an as-needed basis.
- **Information Meetings:** Various meetings are scheduled throughout the year to inform and educate parents on specific topics such as: English Language Development, Common Core, State Standardized Testing, Special Education, Positive Behavior and any other topics requiring attention.
- **Culmination and Portfolio Reviews:** At the end of the year parents are invited for a daytime event in their child's classroom to witness the culmination of the students' work. In addition student-led conferences allow parents to view work portfolios as well as evidence of goal achievement.
- **Grade Level Breakfasts:** Breakfasts are scheduled from 8:30-10:00am each month for a designated grade level and are facilitated by a member of the administration and a teacher in the future grade level. Parents have opportunities to discuss their "stars and wishes" and tour future grade levels.

Use of Website and Parent Square

MLC has a Parent Section on our website, with a variety of information for parents including: handbooks and policies, calendars and schedules, weekly flyers, meal program, visitor and volunteer policies and procedures, Mental Health resources, uniform complaint procedures and forms, engagement opportunities, and community information. In addition, MLC uses Parent Square – a communication platform allow charter school staff to communicate school-wide or by cohort, and to include attachments, photos/videos, surveys, RSVP forms, etc. to engage and inform parents. Stakeholder Groups and meeting information is also posted on the website.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

1. School Employee Classes/Positions

EMPLOYEE CLASSIFICATIONS

All employees are assigned at least three classifications as an MLC employee. First, each employee is classified as exempt or non-exempt. Next, employees are classified as a full-time, part-time, or temporary employee. Next, employees are classified as instructional or non-instructional.

EXEMPT VS. NON-EXEMPT: Each employee is designated as either exempt or non-exempt. Simply stated, an exempt employee is exempt from overtime pay as regulated by federal and state wage and hour laws while a non-exempt employee is entitled to overtime pay under the specific provisions of the federal and state wage and hour laws. In order to be an exempt employee, the parameters of the job must meet certain requirements.

In addition to being classified as either exempt or non-exempt, every employee at MLC also belongs to one of the following employment categories:

FULL-TIME EMPLOYEE: You are a full-time employee if you are regularly scheduled to work at least 30 hours per week in a budgeted full-time position that is not temporary. As a full-time employee, you are eligible for MLC's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME EMPLOYEE: You are a part-time employee if you are regularly scheduled to work less than 30 hours per week in a budgeted position that is not temporary. As a part-time employee, you will receive all legally mandated benefits (such as Workers' Compensation and Social Security) but are ineligible for all other benefit programs offered by MLC.

TEMPORARY EMPLOYEE: You are a temporary employee if you have been hired as an interim replacement, hired to temporarily supplement the workforce, or hired to assist in the completion of a specific project. Employment assignments in this category are of limited duration. However, employment beyond any initially stated period does not, in any way, imply a change in employment status. As a temporary employee, you will receive all legally mandated benefits (such as Workers' Compensation and Social Security) but are ineligible for all other benefit programs offered by MLC.

In addition to the categories listed above, every MLC employee also belongs to one of the following categories:

INSTRUCTIONAL: Instructional Employees are those employees hired by MLC for the primary purpose of instructing students and follow the instructional calendar.

NON-INSTRUCTIONAL: Non Instructional Employees includes those employees hired by MLC that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

2. Job Description minimum requirements, and some desired qualifications for each key position/class

INSTRUCTIONAL STAFF

Teachers

MLC teachers must maintain or be in the process of obtaining a California teaching credential or certificate as required for their certificated assignment (obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Ed. Code Sections 44339, 44340, and 44341) as required by law, and at all times thereafter must maintain a valid California teaching credential as required for the certificated assignment while employed by MLC. Desired qualifications include: growth mindset, constructivist approach to teaching, passion for bilingual education, and a desire to incorporate social-emotional learning into instructional practices.

Teachers are required to:

- Ensure that students are developing MLC's Academic Competencies, Global Competencies and Social Emotional-Competencies, and Behavior Standards
- Create and maintain effective environments for student learning including physical environment, student-centered learning, display of student artifacts and learning process, and through implementation of constructivist learning opportunities.
- Plan instruction and design differentiated learning experiences for a range of needs and abilities utilizing the Common Core Standards.
- If assigned an Education Assistant, provide guidance and supervision and assign work that supports learning in the classroom.
- Use formative and summative assessments of student learning to drive instruction.
- Collect and analyze student data to improve the school-wide instructional program.
- Explicitly teach Growth Mindset, Social Emotional Learning and Executive Function Skills and integrate with academic learning.
- Incorporate explicit learning and application of MLC Five Standards in daily instruction and integrate academic learning.
- Continually support student behavior by creating systems for feedback, reflection, and growth that are monitored regularly and develop individualized behavior plans for students when needed.
- Collaborate with Resource Teachers, students and families to support the academic and social development of students with disabilities and proactively engage in discussions to meet student academic and social emotional needs.
- Identify and seek counsel from the Director of Student Services immediately for students presenting significant or concerning academic, social or behavioral needs.
- Attend all IEP, 504, and SST meetings as required for your students and adequately prepare data for those meetings including present levels of performance with supporting documentation.
- Monitor student progress, maintain student records and portfolios, and complete assigned paperwork in provided timelines.
- Communicate and actively build strong relationships with students and parents/guardians on a weekly basis via Parent Square or by individually contacting parents as needed, including leading ongoing parent conference meetings.
- Respond to parent inquiries in a timely manner.
- Welcome open inquiry and peer feedback and review.
- Participate in school-wide events such as but not limited to Back-To-School Night, Open Houses, and Parent-Teacher Conferences, and School Sponsored Events.
- Attend weekly two-hour Professional Development Staff Meetings in addition to Summer PD Days as well as other PD days on the charter school calendar.
- Participate on charter school committees and in decision-making processes.
- Recruit and retain students and families to the dual-immersion program.
- Maintain frequent and open communication with MLC's Principal.

School Psychologist

The School Psychologist is required to possess at minimum a Bachelor's Degree and a California School Psychologist Credential and have the ability to synthesize and interpret diagnostic and assessment data. The position requires comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management. Candidates must also possess the ability to practically apply assessment, counseling, interviewing and crisis intervention skills.

Essential duties include:

- perform casework services with students to help resolve behavioral and social problems
- select and administers age-appropriate assessment methods and materials in order to determine the needs of the student
- gather background information on a student's psychological history by conducting behavioral observations and interviews and reviewing school records
- work as a team member to develop intervention plans and planning programs to meet the special needs of students
- assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student
- participate in meetings and contributes to the development of the Individual Education Plan (IEP)
- consult with teachers, special education staff and parents for the purpose of developing plans and/or providing information regarding students' goals, plans and services
- conduct specialized individual and group counseling sessions to address specific emotional, social and behavioral needs of students
- facilitate and lead Social Thinking Program (Social Bunches) in collaboration with Director of Student Services.
- serve as a member of the charter school crisis team to provide intervention to students as necessary
- maintain compliant IEPs, including service tracking in Welligent and reporting progress accordingly to parents and team members
- participate in faculty meetings, professional development, intervention and Student Success Team Meetings as necessary
- perform other related duties as assigned for the purpose of ensuring efficient and effective student intervention services.
- collaborate with and report to MLC's Director of Student Services

Speech and Language Pathologist

The Speech and Language Pathologist is required to possess a MA or MS in Speech and Language Pathology, have a current California Language, Speech and Hearing credential or a Language Speech Hearing and Audiology Credential and an ASHA Certificate of Clinical competency or be a CFY candidate. To serve MLC, candidates must be bilingual in English and Spanish and have knowledge of social learning programs in addition to speech pathology. Experience with Social Thinking program is desired.

Essential duties include:

- Assess, screen, and evaluate bi-lingual students and effectively share results with parents and educational staff, and participate in the eligibility determination process in accordance with state and school requirements and best practice
- With the collaboration of teachers, special education staff and parents, will develop and implement Individual Education Plans (IEPs) for students with speech and language impairment and assist with the development of IEPs for students with speech and language as a service on an annual basis or according to requirements
- Provide service minutes to students with designated services and students who receive the support informally. Services may be done individually or in a small group (3-5 students)
- Collect data on student achievement towards IEP goals to document activities, preparing quarterly progress reports, and updating service logs in Welligent.
- Provide consultative services for charter school staff by sharing and demonstrating specific techniques and working with charter school teams to facilitate relevant and consistent interventions for targeted students
- Oversee the Social Bunches Program in collaboration with the special education team (School Psychologist, Director of Student Services, Counseling Interns, Resource Assistants/Apprentice) to design and effectively implement the program
- Design and implement Response to Intervention (RTI) speech and language strategies in primary grades
- Attend weekly Special Education Team Meetings and any training provided and/or required by MLC
- Communicate and collaborate with parents and the charter school community to foster student success and growth
- Maintain records and information concerning individual students in the prescribed confidential manner and using the records and information only for the purposes for which they are maintained according to FERPA guidelines
- Establish and maintain cooperative professional relationships with credentialed and classified charter school staff along with independent service providers
- Perform other related duties as assigned to ensure efficient and effective student intervention services
- Report to and collaborate with MLC's Director of Students Services

Resource Teachers

Resource Teachers must possess a California Education Specialist Credential or have Internship Status in pursuit of the credential and be bilingual in English and Spanish. Desired qualifications include knowledge of restorative practices, learning disabilities, and models for inclusion and team teaching.

Essential duties include:

- Ensure that students are developing MLC's Academic Competencies, Global Competencies and Social Emotional-Competencies, and Behavior Standards
- Provide direct instruction in academic areas to special education students on a one-to-one or small group basis, both in the resource room and in the general education classroom.
- Consult with parents and general education teachers regarding students who are receiving special education services, so as to assure that their needs are appropriately met.

- Collaborate and plan with general education teachers (attend grade level planning once every two weeks) to coordinate push-in services for students on caseload.
- Monitor student progress on a regular basis; participate in the review, revise individualized education plans, as appropriate.
- Evaluate and review students' academic progress for existing IEPs, assess students in the area of academics for initial, tri-annual, and re-evaluations as assigned. Prepare reports and consult with the IEP Team as appropriate.
- Refer students who do not demonstrate appropriate progress to the Director of Student Services.
- Oversee Resource Assistants who work with students on your caseload in order to make sure academic and behavioral expectations are aligned with IEPs.
- Create and maintain Individual Education Plans (IEP) records on the LAUSD Welligent Database.
- Attend IEP Meetings and planning sessions which may take place during before or after-school hours.
- Create Student at a Glance for students with IEPs and make sure each teacher the child works with has one.
- Support Social Skills program along with other identified staff to support students with social deficit skills during the school day.
- Share information and provide consultation regarding children's needs and strengths with parents and staff and encourage participation in the process of developing a plan in relation to those needs and strengths.
- Create behavior support plans for identified students and monitor their progress and adjust when needed.
- Welcome open inquiry and peer feedback and review.
- Attend weekly Professional Development and Staff Meetings as well as during schedule PD Days in the Summer and throughout the school year.
- May facilitate a PD for staff, based on the discretion of the Director of Student Services.
- Participate on committees and in decision-making processes.

Librarian

A librarian is required a BA or MA in Library and Information Science and have at least 5 years of experience working in a public or school library. A librarian should have a working knowledge of children's literature and resources as well as knowledge of technologies to sufficiently organize a school library

Essential duties include:

- Build and maintain a resource-rich library for the MLC students and staff
- Identify and share culturally relevant resources to represent a wide range of cultural themes, authors, and perspectives.
- Develop and implement processes and training for staff and students for book and resource lending and acquisition
- Analyze and update leveled reading book collection to align with enrollment and grade level needs
- Create a library schedule for grades K-8 and collaborate with teachers to support student research and thematic learning units
- Support teachers with training and resources in utilizing literature to support social

- justice learning opportunities at MLC.
- Provide instruction in digital literacy and research skills for all students K-8
- Implement Battle of the Books program with middle school students
- Promote and support a culture of literacy school-wide
- Collaborate with arts specialists and instructors to develop literacy connections to units in music, theater, dance, and visual art experiences for students.
- Create special interest events for students including (for example, book fair, book challenges, Read Across America, etc.)
- Perform operational duties as assigned to support needs of the charter school.

Education Assistants

Requirements for this position include a minimum of an AA degree or two years of college coursework completed and experience working with students in an educational setting. Bilingual in English and Spanish is preferred.

Essential duties include:

School Operations Support

- Provide supervision and support Charter School procedures during arrivals, dismissals, outdoor or indoor play, bathroom breaks, and student transitions
- Support delivery of meals and supervision of students during mealtimes
- Ensure safety of students and compliance with Charter School procedures at all times
- Assist with cleaning common areas and classrooms as needed to ensure health and safety.
- Ensure students are following all campus rules
- Enforce MLC behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student activities
- Attend all required meetings and trainings on school safety and operational procedures.
- Perform other duties as assigned to support MLC school operations.

Instructional Support

- Assist classroom teachers with delivery of learning experiences
- Work with students in small groups or one-on-one
- Create and maintain effective and safe environments for student learning.
- Pro-actively respond to needs and situations with a sense of urgency and responsibility.
- Support student development of social emotional competencies and communication skills
- Develop abilities to assist students in meeting their instructional goals, including those identified on an Individual Education Plan (IEP) or 504 Plan for students with special needs.
- Document student progress and share with teacher in a timely manner
- Welcome open inquiry, feedback and review and ask questions when information is needed.

- Attend required trainings, staff development and team meetings as determined by MLC Principal
- Discuss future career plans in education and explore opportunities for growth with MLC Leadership.
- Perform other duties as assigned to support MLC instructional program.

Behavior Interventionists (BIIs)

Requirements for this position include a BA or equivalent, ABA Training, knowledge of physical, emotional and mental disabilities and a high level of literacy in English and Spanish preferred.

Essential duties include:

- Supervise and monitor students with special needs and/or challenging behaviors and guide students toward developing positive behaviors.
- Under the direction of the MLC Director of Student Services implement student's Behavior Strategic Plan/Behavior Intervention Plan.
- Collect data daily to gather information used to revise the Behavior Intervention Plan and to develop annual Individual Education Plan (IEP) goals and objectives.
- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.
- Encourage appropriate student interactions with peers, modeling social skills and behavioral interventions as needed.
- Assist classroom teachers with delivery of learning experiences
- Work with students in small groups or one-on-one
- Pro-actively respond to needs and situations with a sense of urgency and responsibility.
- Assist in student assessments as appropriate.
- Maintain appropriate documentation, records, and reports as required by the Charter School.
- Collaborate with general education teacher to implement student's IEP goals and objectives in classroom and/or via distance learning.
- Consult and collaborate with site staff about student progress.
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
- Utilize Non-Violent Crisis Intervention strategies when necessary.
- Attend trainings and meetings as necessary.
- Maintain the confidentiality of student's educational records including IEPs and data records.
- Welcome open inquiry, feedback and review.
- Perform other related duties as assigned to support MLC instructional program.

Resource and Special Education Assistants

Requirements for this position include a minimum of an AA degree or two years of college coursework completed and experience working with students in an educational setting. Bilingual in English and Spanish is preferred

School Operations Support

- Provide supervision and support school procedures during arrivals, dismissals, outdoor or indoor play, bathroom breaks, and student transitions
- Support delivery of meals and supervision of students during mealtimes
- Ensure safety of students and compliance with Charter School procedures at all times
- Assist with cleaning common areas and classrooms as needed to ensure health and safety.
- Ensure students are following all campus rules
- Enforce MLC behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student activities
- Attend all required meetings and trainings on Charter School safety and operational procedures.
- Perform other duties as assigned to support MLC school operations.

Instructional Support

- Support assigned student(s) in accessing learning environments and meeting academic and social goals.
- Assist student(s) in their use of educational resources and equipment.
- Provide academic support in the classroom or via distance learning to students with IEP's, 504's, intervention or SST Plans, as needed.
- Collaborate with teachers and support students, as needed, in their understanding of core content and completion of work assignments.
- Act as a resource in developing the student's Individual Education Plan
- If requested, may join an IEP meeting in order to provide context to a student's academic, social, emotional, physical, or behavioral needs.
- Collaborate with the lead RSP and/or Director of Student Services on the direction and development of a student's academic or behavior plan
- Assist in acquiring a student's present level of performance (PLP) from teacher and developing goals for future IEPs
- Assist teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to student.
- Contribute to the implementation of a student's behavior support plan and/or crisis plan including collection of data.
- Attend trainings and meetings as necessary.
- Welcome open inquiry, feedback and review.
- Perform other duties, as assigned.

Expanded Learning Instructors

Requirements for this position include a minimum of an AA degree or two years of completed college coursework and experience working with students in an educational setting. Bilingual in English and Spanish is preferred.

Essential Duties include:

- Facilitate groups of up to twenty students in grades K-8 in academic and enrichment activities during MLC's Summer, Before and/or After-School Program, ESCAPE
- Supervise all participants to ensure a safe learning environment and organized program according to MLC policies and procedures
- Organize and maintain learning materials and equipment for students
- Supervise and engage students in structured playground and outdoor activities as well as during mealtimes.
- Maintain accurate daily attendance records
- Support and implement arrival and dismissal policies and procedures
- Enforce and model MLC behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student activity
- Attend all required meetings and trainings
- Collaborate with ESCAPE Leadership and Staff and provide open and honest feedback
- Perform other duties as assigned

Non-Core Instructional Staff

Teachers of non-core or non-general education subjects must maintain or will obtain a valid teaching credential or certificate as required for assignment (obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Ed. Code Sections 44339, 44340, and 44341) on or by July 1, 2025. Non-Core Instructional Staff may include various instructors in arts and physical education.

NON-INSTRUCIONAL STAFF

Executive Director

Qualifications include: excellent communication skills, a proven track record of organizational leadership; success in developing strategic partnerships to secure philanthropic resources and other funding opportunities; experience operating and thriving in a fast-paced, high-growth, results-oriented, hands-on environment; minimum of 5 years of experience as a leader of a nonprofit organization, charter or public school; proven success in working with community stakeholders to achieve educational equity in low-income, minority communities; a passion for achieving equity and tolerance in diverse communities. BA required; MA preferred

Essential duties include:

Operations

- Monitor fiscal operations (AP, Payroll, Overall Budget)

- Develop/Execute contracts and agreements
- Coach Director of Operations and Business Administrator
- Develop long-range strategic plans for facility development
- Evaluate effectiveness of procedures and operations
- Monitor staff recruitment, retention, and relations

Instruction

- Acquire funding (grants) to support instructional initiatives
- Monitor legal activities
- Coach Principal and Director of Student Services
- Monitor achievement of school-wide goals
- Implement strategic discussions around organizational growth and teacher retention

Outreach & Marketing

- Develop community partners to support long-term goals
- Initiate engagement with stakeholder groups
- Initiate development and design of Marketing Tools and Media)
- Develop and sustain partnerships with organizations, funders, universities, individuals, CDE, LAUSD in support of school goals
- Monitor student and teacher recruitment strategies
- Develop documentation of schoolwide achievements and practices
- Implement PR strategies
- Develop/Implement speaking engagements at local and regional venues

Fiscal/Legal/Policy

- Monitor adherence to school, state/federal policies and laws
- Monitor Budget
- Implement state and federal reporting (with EdTec)
- Monitor legal Issues
- Monitor implementation of labor law and practices
- Develop school-wide policies for Board approval
- Monitor the dissemination of policies and/or new laws to staff
- Monitor risk exposure and potential liability
- Monitor LAUSD Compliance

Strategic Planning

- Develop LCAP / Federal Addendum with leadership team and Advisory Council
- Develop budget with leadership team

- Monitor enrollment projections
- Monitor facility development
- Implement strategies for long-term development
- Develop Charter Petition with leadership team
- Monitor Dashboard Goals (Local and State Measures of Success)
- Monitor LAUSD relations
- Develop MLC Board

Community Engagement

- Participate as a board member for organizations in the community outside of the Charter School (community, education, other organizations)
- Participate as a committee member (local, state and / or national)

Principal

Requirements for this position include a minimum of 5 years instructional leadership experience, a California teaching credential and/or administrative credential, bilingualism in English and Spanish, and extensive knowledge of dual immersion programs, constructivist teaching practices, and instructional coaching.

Essential duties include:

- Collaborate with Executive Director and leadership team on development and implementation of annual plan
- Evaluate and support attainment of MLC's educational goals and outcomes
- Oversee implementation of MLC's Dual Immersion Program
- Create a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels
- Articulate a shared vision and mission for high achievement and college readiness
- Hire, evaluate, coach, and supervise all teaching staff, instructional aides, specialists, and educational consultants
- Collaborate with Dean of Culture to provide coaching and support to Middle School teaching and instructional support staff and to design and execute daily schedules.
- Support teacher growth and effectiveness by ensuring quality observations, feedback, coaching and professional development
- Develop and implement a comprehensive professional development plan aligned to MLC vision and goals
- Oversee Student Success Team and Response-to-Intervention
- Create and support school-wide systems for developing students who are Safe, Caring, Responsible, Respectful, and Tolerance
- Oversee implementation of MLC's vision for inclusive education, positive behavior practices, and growth mindset
- Collaborate with and guide Director of Student Services in areas of special education,

- behavior/discipline, and testing
- Communicate regularly with parents through written posts and memos, meetings, and events
- Engage all stakeholders in school-wide decision-making
- Develop and monitor instructional and professional development budgets
- Collaborate and cooperate with MLC staff and share needs and feedback

Director of Student Services

Requirements for this position include a minimum of five years of experience in Special Education, a California education specialist or administrative credential, and extensive knowledge of special education compliance, requirements for IEP's, behavior and academic intervention, and staff management.

Essential duties include:

- Oversee Special Education and serves as Special Education and 504 Administrative Designee, as well as a liaison with LAUSD.
- Engage and inform parents of students with IEP's through direct communication, workshops, parent meetings and responds to inquiries from all parents regarding Special Education, the IEP Process, Section 504, and other topics related to student support and intervention.
- Collaborate with Special Education team to create timelines, schedules and procedures to ensure timely IEP's, 504's, assessments, and identification of students with disabilities and share plans with leadership and relevant staff.
- Ensure Special Education Compliance and leads all activities related to audits and/or reviews of the Special Education program (i.e. DVR, LAUSD annual visit, etc.).
- Attend Option 3 Coordinating Council meetings and shares summaries of meetings with relevant staff. Serves on an Option 3 Committee as appropriate.
- Collaborate with Executive Director to develop and monitor personnel and contractor budgets related to Special Education and develop grant applications in support of Special Education or related programs
- Supervise, train, evaluate, and annually review all Special Education staff and providers including Resource Team, Special Education Assistants, Behavior Intervention Team, consultants/contractors and others as needed and maintains documentation of such evaluations and reviews.
- Collaborate with Dean of Culture at Middle School to coordinate and support behavior intervention and services for students with disabilities.
- Collaborate with Principal on implementation of school-wide Multi-Tiered Systems of Support including a sustainable model of inclusion with training for Special Education and General Education teachers and staff.
- Regularly consult with General Education and Special Education teachers to ensure successful collaboration with Behavior Interventionists and support to students with Behavior Intervention Plans.

- Lead Student Success Team (SST) and the development and implementation of Academic and Behavior Interventions.
- Oversee MLC's Positive Behavior Practices model for discipline and provides ongoing annual training to all staff.
- Develop and maintain partnerships with relevant outside organizations in support of MLC's educational program.
- Participate as active member of MLC Leadership Team, providing input to Local Control Accountability Plan and implementation and assessment of actions to support school-wide initiatives.

Dean of Culture

Requirements include a California teaching or education specialist credential, a minimum of five years teaching or school experience, extensive knowledge of social emotional learning and restorative practices, dual language programs, constructivist teaching and bilingualism in English and Spanish.

Essential duties include:

- Oversee implementation of SEL program school-wide in collaboration with School Psychologist
- Coach and observe teaching and instructional staff at Middle School Campus in collaboration with Charter School Principal
- Respond to student behavior and/or academic concerns in collaboration with MLC Principal
- Support Special Education staff at the Middle School Campus in collaboration with Director of Student Services
- Supervise Education Assistants staff at Middle School Campus in collaboration with Charter School Principal
- Create Middle School daily schedules in collaboration with Operations Manager and Principal.
- Design and implement strategies for developing and maintaining middle school staff and student culture
- Engage staff and students in restorative practices such as community circle and provide training and support to teachers in these practices
- Coordinate Student Leadership and School-wide Assemblies
- Develop and oversee systems of student rewards and reinforcements in collaboration with staff
- Manage and schedule annual benchmark and state testing for students in middle school.
- Ensure accurate data collection on student behaviors and academic progress.
- Implement and analyze school-wide student culture surveys and recommend actions for improvement
- Design and implement SEL practices for teachers and staff during regular meetings

- Provide professional development workshops for staff as needed.
- Perform other duties as assigned by MLC Principal

Expanded Learning Coordinator

Requirements include a BA or BS degree, a minimum of five years of experience staff and program management, knowledge of Expanded Learning Program requirements, and bilingualism in English and Spanish.

Essential duties include

Expanded Learning Coordination:

- Ensure compliance with grant guidelines as well as the Expanded Learning standards
- Design and monitor adherence to MLC Expanded Learning Program Plans for ASES and 21st Century
- Enforce and communicate clear guidelines and policies established for the programs
- Compile data and attendance reports a required
- Develop intersession and summer programming as needed or desired by MLC
- Manage student enrollment and recruit students to meet attendance requirements (as needed)
- Attend all trainings or meetings provided by LACOE and/or CDE related to Expanded Learning
- Design and implement annual program assessments

Expanded Learning Program Staff Management:

- Manage, train, and evaluate expanded learning staff to support the instructional program and charter school operations
- Ensure staff adherence to health and safety guidelines and MLC policies and operational procedures.
- Create schedules to strategically place expanded learning staff in accordance with health and safety guidelines and MLC policy to include but not limited to arrival, dismissal, recess, mealtimes, bathroom usage, library, media lab and scheduled breaks
- Create schedules and assignments for expanded learning staff
- Train and hold accountable expanded learning staff in enforcement of MLC's five standards (Respect, Responsible, Safe, Caring, and Tolerant) and discipline policies
- Hold expanded learning staff accountable for communicating with grade level teachers as well as parents
- Order and distribute resources as needed
- Oversee staff documentation of work with students in a 1:1 or small group setting

Family & Community Engagement:

- Identify and engage community partners to provide opportunities and resources for expanded learning

- Support leadership team with ongoing Parent Communications throughout the school year.

Director of Operations

Requirements include a BA or BS degree and extensive experience in marketing, office management, finance and accounting, and daily school operations. The ideal employee has excellent communication and data management skills, as well as experience with staff management. Bilingual in Spanish and English required

Essential duties include

- Provide oversight of facilities and maintenance on both campuses
- Provide operational oversight of ESCAPE Program
- Work collaboratively with instructional leadership to develop annual plans and school-wide operations.
- Collaborate with Executive Director on submission of Cal Pads and other data reports including LCAP
- Serve as the Food Service Director for the National School Lunch Program
- Support Executive Director in executing Stakeholder Engagement plans and initiatives
- Serve as Fiscal Manager and provide oversight of fiscal audit
- Support Executive Director in monitoring monthly expenses and adherence to budget
- Ensure compliance of and training in MLC's Health and Safety Plan
- Oversee accounts payable, accounts receivable, and petty cash accounts and provide guidance to staff in processing
- Manage vendor relations and provide guidance to HR staff in maintaining vendor files
- Serve as liaison with IT providers and oversee technology plan
- Oversee and manage testing and data reporting to district and state
- Supervise front office staff and communications as well as facilities staff
- Oversee enrollment procedures and communications
- Annually update Parent and Student Handbook with policies and procedures
- Design and ensure compliance of all campus procedures
- Oversee volunteer and visitation policies and procedures in addition to campus policies and procedures
- Perform other duties as assigned by Executive Director

Operations Manager

Requirements include a BA or BS degree and 3-5 years of work experience, preferably in a school environment. The Program Coordinator must be bilingual in English and Spanish and have excellent organizational and communication skills.

Essential duties include:

- Oversee and supervise support staff, aides, and facilities staff

- Serve as Schedule Coordinator including nutrition, lunch, electives, PE, testing.
- Train and support Education Assistants with operational duties.
- Coordinate school-wide community events and parent nights
- Manage equipment and supplies for outdoor play and monitor conditions of outdoor learning spaces
- Serve as point of contact for vendors including Meal Service and IT
- Oversee campus maintenance and repairs
- Recruit and coordinate assignments for college interns and high school volunteers school-wide
- Manage school-wide communication including Parent Square and MLC Website with support of Office Administrator
- Oversee maintenance and communication of the Master Calendar internally for staff and externally for parents and the community with support of Office Administrator
- Maintain Alumni Database with support of Office Administrator and coordinate annual communications
- Support and respond to operational needs and requests of Instructional Leadership (Principal, Director of Student Services, Dean of Culture) as well as Teachers.
- Collaborate with Director of Operations to ensure implementation of MLC's Health and Safety Plan
- Perform other duties as assigned by Director of Operations

Business Administrator:

Requirements include a BA or BS degree, experience in full-cycle recruiting, payroll administration, fiscal operations, and employee relations experience, preferably in the education or nonprofit sector, strong verbal and written communication skills, and the ability to multi-task.

Essential duties include:

Operations

- Collaborate with Charter School staff to promote and preserve the Charter School's mission, vision, educational philosophy.
- Operate as "Custodian of Records" for background checks and personnel files of employees
- Manage personnel budgets and support daily charter school accounting operations.
- Support Executive Director with multiple local, state, and federal reporting
- Adhere to requirements of public charter schools in regard to employees, volunteers and vendors and ensure compliance with LAUSD audit guidelines
- Support Leadership Team in documentation and communication of MLC policies and procedures
- Schedule, enforce, and monitor required annual compliance training for all staff

Human Resources and Payroll

- Actively recruit, screen, and onboard new staff in collaboration with leadership team

- Oversee all recruitment career fairs and job postings
- Generate letters of agreement and collaborate with hiring managers to onboard new employees
- Oversee operations related to timekeeping, benefits administration, worker's compensation, FMLA/PDL/CFRA leaves, unemployment claims, and ESSA Compliance
- Manage Benefits Open Enrollment in collaboration with vendors
- Maintain and communicate vacation and sick time accruals for all staff
- Monitor staff credentials and public-school employment certification
- Manage bi-monthly payroll in collaboration with back-office provider
- Perform other duties as assigned by Executive Director

Office Administrator Elementary Campus

Requirements include fluency in English and Spanish, proficiency with word processing, database, and spreadsheet software, attention to detail, a pleasant and friendly demeanor, and a desire to serve children. An AA or BA from a post-secondary business school or high school diploma with 3-5 years of experience in an office environment, preferably in a public school, is desired.

Essential duties include:

School-wide Recruitment

- Marketing to new families and feeder schools
- Managing Apply LA partnership
- Creating and organizing registration forms and establishing timelines for completion
- Creating and translation presentation materials; conduction of virtual meeting sessions
- Over-see lottery operations
- Communications to parents' post-lottery
- Scheduling and coordination of post-lottery meetings and events

Student Records

- Data entry into Power School and CALPADS
- Manage student health profiles in PowerSchool and follow up with parents regarding documentations of health records and screenings
- Support with attendance documentation for monthly reporting, if children are absent, call parents who have not called Charter School and assist with attendance tracking

Visitors and Volunteers

- Assist in developing and articulating procedures for visitors and volunteers on campus, processing volunteer applications and Megan's Law clearances

Parent Communication

- Translate all Charter School correspondence (English/Spanish) and support Operations Manager with weekly flyers and maintenance of master calendar
- Support Director of Student Services with parent outreach for SST, IEP and 504 meetings

and assessments, assist with scheduling and communication

Meal Program Management

- Process all meal program applications
- Notify parents of eligibility, answering questions regarding Meal Benefits
- Conducting our annual Verification audit
- Oversee meal program billing
- Manage meal tracking system and input of daily meal counts and generation of reports
- Manage meal orders for elementary campus and create monthly menus

Administrative Support

- Order classroom and office supplies
- Manage US mail correspondence
- Support Business Administrator with reconciliation of credit card and Square and Stripe deposits

Office Administrator – Middle School Campus

Requirements include fluency in English and Spanish, proficiency with word processing, database, and spreadsheet software, attention to detail, a pleasant and friendly demeanor, and a desire to serve children. An AA or BA from a post-secondary business school or high school diploma with 3-5 years of experience in an office environment, preferably in a public school, is desired.

Essential duties include:

- Oversee procedures for visitors and volunteers on campus and ensure alignment with MLC policies
- Support and train staff working the front desk
- Manage website and school to home communications
- Maintain the Master Calendar in collaboration with Operations Manager
- Order supplies and maintain inventory for office as well as janitorial supplies
- Manage student data and generate reports including data charts, analysis of benchmark and state tests, and report card
- Support projects initiated by MLC Principal and Executive Director
- Manage daily meal orders and counts
- Manage daily attendance and compile monthly Classification and Statistical reports
- Track tardy arrivals and early dismissals and process parent correspondence according to charter school policies
- Maintain student records and school correspondence
- Maintain student emergency contact information
- Answer phones, transfer calls, and process incoming and outgoing mail
- Greet visitors and address parent questions/requests
- Maintain nurse's station and provide first aid to students

- Other duties as assigned by Director of Operations

Student Information Coordinator

Requirements include fluency in English and Spanish, proficiency with word processing, database, and spreadsheet software, attention to detail, a pleasant and friendly demeanor, and a desire to serve children. An AA or BA from a post-secondary business school or high school diploma with 3-5 years of experience in an office environment, preferably in a public school, is desired.

Essential duties include:

- Manage daily student attendance and required reports
- Ensure timely completion and submission of state reports including but not limited to CALPADS
- Develop and manage Power School systems for staff and parents
- Maintain student records and ensure completion of all required forms for student enrollment
- Provide Principal, Director of Student Services and/or Director of Operations with data on attendance and generate communication to parents
- Support Office Administrator with school-wide enrollment and maintenance student waitlists
- Manage new student enrollment process and procedures
- Manage student information uploads for internal and state assessment systems
- Manage student access to digital curriculum
- Support leadership team with production of student achievement data reports
- Support front office with daily charter school operations addressing needs of students, parents, and staff
- Generate monthly Classification and Statistical reports and submit for approval and submission to district
- Perform other duties as assigned by Director of Operations

Office Assistant

Requirements include fluency in English and Spanish, proficiency with word processing, database, and spreadsheet software, attention to detail, a pleasant and friendly demeanor, and a desire to serve children. An AA or BA from a post-secondary business school or high school diploma with 3-5 years of experience in an office environment, preferably in a public school, is desired.

Essential Duties include:

- General front office duties including greeting the public and answering phones
- Manage student enrollment and track attendance
- Respond to parent requests
- Maintain charter school database and student cumulative records
- Generate correspondence and, process mail, and order supplies
- Provide support and assistance to MLC Principal and Director of Student Services as requested

- General support to all faculty and staff
- Other duties as assigned

Meal Program Assistant

Requirements include experience with school campus services, school meal handling requirements, knowledge of health and safety codes and the process for accounting for free and reduced lunch counts.

Duties include:

- Check count and temperature of elementary school meals when delivered
- Collect meal counts from classrooms, compile for front office and assist with anticipating any issues regarding shortages and overages of meal orders
- Assist meal vendor server to prepare meal eating areas as needed
- Monitor meal lines, confirm reimbursable meal collection and check off names of students on meal list as appropriate
- Review daily meal counts with front office staff to monitor meal ordering
- Assist front office with accounting and filing of meal program documentation
- Work collaboratively with vendor meal server to ensure safety and efficiency of meal service
- Attend required annual trainings regarding meal program and food handling
- Ensure students are following all campus rules when in eating areas
- Enforce MLC behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student in eating areas
- Perform other duties as assigned to support MLC school operations.

Facilities Technician

A Facilities Technician will have five or more years of related experience in an institutional setting and must have a valid driver's license. Desired qualifications include knowledge of maintenance procedures and processes, implementing facilities improvement projects, and knowledge of electrical, plumbing and basic repairs. The Facilities Technician has oversight of both campuses and primarily works at the larger elementary campus and provides assistance and support to Custodians.

- Provide a safe, clean, and secure environment for students and staff on both campuses.
- Provide assistance and training to charter school Custodians, which are placed on both Charter School Campuses.
- Maintain the charter school grounds and property at both campuses.
- Maintain security of charter school during assigned hours by monitoring entrances, parking lots, and grounds, making sure the campus is secure and safe at both campuses.
- Monitor facilities for fire hazards and report to appropriate personnel as required.
- Assist with minor grounds maintenance or general maintenance of the charter school buildings on both campuses.

- Set up charter school facilities for special events and meetings.
- Dispose refuse and complete minor repairs to equipment and charter school property.
- Assist with parking lot security as needed.
- Assure safety of children while performing duties at charter school
- Maintains inventory and orders custodial supplies at both campuses.
- Maintains and procures tools and maintenance equipment.
- Other duties as assigned by the Director of Operations

Custodian

A Custodian will have 3 years of related experience in an institutional setting and must have a valid driver's license. Custodians will be placed primarily on either the elementary or middle school campus and trained to support both campuses so they can work on either campus as needed by the Charter School.

Essential duties include:

- Provide a safe, clean, and secure environment for students and staff.
- Maintain the charter school grounds and property.
- Maintain security of charter school during assigned hours by monitoring entrances, parking lots, and grounds, making sure the campus is secure and safe..
- Monitor facilities for fire hazards and report to appropriate personnel as required.
- Assist with minor grounds maintenance or general maintenance of the charter school buildings.
- Set up charter school facilities for special events and meetings.
- Dispose refuse and complete minor repairs to equipment and charter school property.
- Assist with parking lot security as needed.
- Assure safety of children while performing duties at charter school
- Maintains inventory and orders custodial supplies.
- Maintains and procures tools and maintenance equipment.
- Other duties as assigned by the Director of Operations

Element 6: Health and Safety Procedures

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-

campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California

Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Charter School / District Demographics

Plan for Achieving LAUSD Racial and Ethnic Balance

MLC will strive to maintain a demographic profile that closely matches the District. The current demographic profile of MLC is shown below.

	MLC %	LAUSD %
Race/Ethnicity	African-American 2.5% American Indian or Alaska Native 0% Asian 0% Filipino 0.6% Hispanic 86.7% Pacific Islander 0% White 4.10% Two or more races 3.7%	African-American – 7.7% American Indian or Alaska Native 0.2% Asian 3.6% Filipino 1.9% Hispanic 74.1% Pacific Islander 0.2% White 10.3% Two or more races 1.6%

Special Education	11%	12.1%
English Language Learners	23.6%	21.6%
Re-designated Fluent English Proficient	17.9%	15.8%

MLC Recruitment Strategy

Following are ways in which our Marketing and Outreach Committee ensures that we reach a balance of students that is reflective of LAUSD in terms of racial and ethnic balance, special education, and English Learner Populations.

- In October of each year, MLC analyzes our enrollment data based on norm day statistics and share this with the community and Board of Directors. In this analysis we compare our percentages for race and ethnicity, special education and English learners with those of LAUSD to ensure we are aligned.
- The Marketing and Outreach committee utilizes the enrollment data to drive annual adjustments to recruitment efforts to address any areas in which we feel we are mis-aligned with the LAUSD.
- After the enrollment period, MLC analyzes our enrollment outcomes to ensure alignment with LAUSD.
- Flyers (in English and Spanish) with dates and times for Information Sessions, Tours and the Lottery are distributed at San Fernando Valley libraries, pre-schools, places of worship, after-school activity centers, community centers, and parks and to our enrolled families. MLC primarily targets families in the San Fernando Valley due to our location.
- In order to recruit English Learners and RFEPs, we provide all our communications in Spanish and post information in local businesses, parks, libraries in which we know there is a large Spanish-speaking population.
- In order to recruit students with disabilities, MLC posts information and provides outreach to the Child Development Institute in our community. CDI provides early childcare as well as early intervention for students with disabilities.
- MLC website has information about the Charter School as well as information regarding information meetings, tours, and enrollment procedures. This information is provided in English and Spanish – enhancing our requirement of English Learners. We also have a page dedicated to Special Education – informing parents of our programs and services.
- MLC mails a letter to families who have contacted us with interest in the program in December to inform them of Information Meetings and Tours prior to the lottery.
- As a charter using Apply LA for application and lottery purposes, parents are able to find our school when looking for a charter school for any grade TK through 8th grade through their website. Apply LA conducts their own marketing.
- Listings placed in CDE and Dual Language directories and with the LAUSD Charter School Office.
- Parents and staff on the Marketing and Outreach Committee speak at local organizations and pre-schools throughout the year and prior to the Enrollment Lottery which takes place in late February or early March. MLC targets pre-schools in our community such as the Childcare Resource Center (CCRC) which serves a large number of Spanish-speaking families in our community enhancing our recruitment of English Learners. MLC partners

with CCRC and has conducted professional learning sessions together with our K-1 teachers and their pre-school teachers, sharing best practices, particularly for English Learners.

- Tours and Parent Information Sessions are organized on the site and facilitated by the Marketing and Outreach Committee in both English and Spanish. Parent Information Sessions are held three to four different days throughout November and February each year prior to the enrollment lottery. Sessions are held in the evening and free childcare is provided for parents. Tours provided in English and Spanish by staff and middle school student ambassadors take place once per month at 9am from October through March or by appointment. During these meetings and tours, MLC highlights aspects of our dual immersion program, which is a draw for English Learners. We also highlight our Special Education services, and families can tour our resource rooms for first-hand knowledge of our Special Education services for students with disabilities.
- A brochure and/or information flyer in English and Spanish is distributed at all meetings and events and is displayed in the main office.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

1. Policies and Procedures for Enrollment

Students are enrolled in MLC in one of two ways: a Lottery for entry into TK/Kindergarten or by being called up from a waitlist after having participated in a lottery or contacting the school after the lottery has taken place.

Lotteries are conducted in February or March prior to the enrollment year and follow the same procedures regardless of grade level. During the lottery process, each student is given a number corresponding with the order in which they are drawn from the lottery beginning with number 1 and continuing until every name has been drawn. Each year the charter school identifies the number of spaces available and fills those spaces starting with the student who drew number 1 and continuing in order until all spaces are filled. The remaining students are placed on the waitlist in the order they are drawn from the lottery. For example, if there were 60 spots available, and 100 people participated in the lottery, numbers 61-100 would be placed on the waitlist in that order (1-40). For any parent who contacts the Charter School wanting to enroll their student after the lottery has been conducted, that student is placed at the bottom of the waitlist for their grade level. When a space becomes available, meaning a student has decided to disenroll or a parent has provided in writing that they no longer wish to enroll in the charter school leaving an opening for the waitlisted students, the Charter Schools notifies the parent of the child next on the list by phone, email or regular mail that a space is available for their student. .. In order to receive an open spot via the waitlist, parents must provide correct contact information and respond via phone, email, or in person at the Charter School office within 48 hours of contact, or they will lose their spot. Extensions to this timeframe are made upon request if a parent needs more time to make a decision. Prior to attending the Charter School, parent must complete and turn in all required enrollment forms.

In order to participate in the annual lottery, parents must complete an online lottery form which is also available in print in our school office where Charter School staff will assist those without internet access. This must happen prior to the deadline for the lottery through a universal school application platform, Apply LA. After the lottery, parents are required to complete enrollment paperwork prior to the first date of attendance.

Families admitted through the lottery are required to submit an enrollment form and are invited to a Summer Camp so students can have a classroom learning experience to help with transitioning to school in the fall. In August, parents attend Orientation, and children must be present on the first day of school. If any of the steps (Registration, Summer Camp, Orientation, and/or attending first day) are missed parents will be contacted to assess their continuing interest in the Charter School and they will be offered a way to make up any information missed if still interested in enrollment.

Student Recruitment

2. How we recruit students with a history of low academic performance, socio-economically disadvantaged, and students with disabilities.

In addition to our recruitment strategies explained in Element 7, MLC includes information about our data outcomes, intervention programs, Title 1 programs, and Special Education program in detail during Information Sessions provided prior to the Lottery. This allows parents

to learn about the programs we offer to support all students. Due to the word-of-mouth recommendations from current MLC families, MLC has no difficulty reaching out to and maintaining high enrollment in these categories. As of Spring 2020 MLC enrolled 11% Special Education students and 58% low income students.

Prior to enrollment families have opportunities to learn more about MLC's programs. Following are the ways we work to inform parents of the innovative features of our educational program and introduce them to our learning community so they can make informed decisions regarding the education of their children.

- Parents of a prospective students are invited to attend a Parent Information Session. The purpose of the Parent Information Session is to describe in detail the dual immersion program at MLC as well as information about school programs, expectations, and outcomes. These sessions are provided by staff and parents on the Marketing and Outreach committee in both English and Spanish and free childcare is provided. During these sessions, parents learn about MLC's educational program as well as enrollment and lottery procedures.
- Parents of prospective students are invited to attend a school tour. The purpose of the tour is to observe the dual immersion program at all grade levels while school is in session. Tours take place during the school day in Spanish and English so parents can experience the classroom learning environment and are offered monthly at 9am from October through March or by appointment.

Once students are enrolled, the following activities are provided to support entry into the dual immersion program

- Parents of newly enrolled register their child within a registration period.
- Parents are invited to enroll their child in Summer Camp.
- All new families attend Orientation prior to the start of the new school year. During Orientation, new families review the policies and procedures in the Parent and Student Handbook with staff. If a student enters mid-year, the same information is provided.

Lottery Preferences and Procedures

3. Preferences

Preferences given during the lottery process are:

1. Students Currently Enrolled in the Charter School who have indicated they are returning to the Charter School in the new school year.
2. Students who reside in LAUSD except as provided for in Ed. Code section 47614. – since we are a charter school authorized by LAUSD, students who reside in the boundaries of LAUSD are given a preference over students who live outside the boundaries of LAUSD.
3. Siblings – students who are a brother or sister of an existing student of the Charter School.

4. Children of Staff of the Charter School –This will be limited to no more than 5% of the enrollment of the Charter School

4. Lottery Procedure

Beginning September 2019 the MLC enrollment lottery is held through Apply LA, a Los Angeles public school enrollment system. Lotteries are conducted for all grade levels in which applicants exceed capacity. To apply, parents submit an application at the following website: <http://applyla.org/charter-applications/>. The applications are available the beginning of September through the week before the lottery takes place in late February/early March. This link to apply can be found on our website and on all of our enrollment communication. Parents can also visit our school offices and MLC staff will assist parents in submitting the application. If parents are unable to come into the Charter School, the information can be taken over the phone by one of our bilingual office staff members.

Interested parents receive information in person, over the phone, from our website, or through Apply LA regarding enrollment process and lottery procedures and dates. As previously stated, parents of a prospective students are invited to attend a Parent Information Session. Three to four are scheduled in the evenings throughout the enrollment period. In addition to learning about our programs during these meeting, parents learn about enrollment and lottery procedures. Perspective parents also learn about enrollment and lottery procedures during school tours that are offered monthly at 9am from October through March or by appointment. All of these methods ensure that parents fully understand our enrollment timelines, and pre and post lottery processes and procedures.

Once the application window ends, MLC's Office Administrator reviews all Lottery applications to verify that student birth dates demonstrate eligibility for entry into TK/Kindergarten according to state requirements as well as determining which interested families reside in the LAUSD boundaries, prior to the date of the lottery. Through the Apply LA system, each student applicant is issued an Identification Number. The Lottery Identification Number is used when posting lottery results on the website and at school to maintain anonymity. The parent receives a confirmation via email, text, or regular mail indicating the Lottery Identification Number assigned to their child when submitting the application through Apply LA.

Before the Lottery, the Director of Operations reviews all Lottery applications and double checks the Office Administrator's work to guard against omissions or duplications and verifies Lottery preferences.

Lottery rules and procedures are explained in English and Spanish at MLC Parent Information Meetings and during Tours or when visiting the school office. It is also posted in both languages on our website. The Lottery is held in late February or early March on the MLC Campus at 10:00am (or at a time most convenient for parents to attend). The date and time is communicated to every parent at the Parent Information Meeting and posted on the MLC website and Parent Bulletin Board. At Parent Information and during tours and on our website as well as the lottery confirmation communication, parents are informed that they may attend the Lottery and that they

are not required to attend in order to participate. Parents are notified how to obtain results by email text or regular mail through Apply LA, on the Charter School bulletin board, and on the Charter School website utilizing the Lottery Identification Numbers.

The Principal or designee, Director of Operations and the Office Administrator, and interested parents are present at the Lottery.

- The Lottery is conducted using Apply LA's computer lottery system, SchoolMint.
- SchoolMint is programmed to assign students their lottery priority in order of preference, and all priorities are validated prior to running the Lottery.
- SchoolMint supplies a downloadable report of the Lottery results that is saved and posted using only the Lottery Identification Numbers. The MLC front office staff is also given a list of Lottery results with the Identification number and Names of the students to be used to answer questions when parents call.
- By the end of the day, an Official Offer is sent through the Apply LA system via email, text and/or regular mail to each parent of student in the lottery notifying them of the lottery results, the deadline to accept the offer and other next steps.

Once MLC fills the spaces available during a school year the remainder of the students are placed on the wait list in the order derived from in the lottery. When spaces become available, applicants on the wait list are notified by phone, email, text or regular mail and given a 24-hour deadline to respond via phone, email or visiting the Charter School offices to MLC however they are given time to make their enrollment decision once they contact MLC. Those receiving notice by regular mail are provided extended time to respond. Several calls and email messages are attempted in order to reach the parent directly and they do not have to decide in 24 hours. Parents just need to respond to let us know they are considering the offer of enrollment and we work with the parents until a decision is made.

Method for documenting fair execution of lottery and waitlist procedures:

All lottery-related communications and interactions are date and time-stamped by both Apply LA and the Charter School Office for in-person inquiries. The MLC Office Administrator cross checks all information provided by parents through Apply LA to ensure they are included in the lottery process. This is double-checked by Director of Operations prior the lottery. Once the lottery is conducted the waitlist begins with the first person who did not get in via the Lottery and is entered into the Charter School's Database. Those parents are notified immediately and annual as to their place on the waitlist. All lottery results and waitlist order is posted on the website and available in school offices. Students ID's are used in place of names.

Apply LA conducts a computerized random lottery taking into account preferences and produces the list for the Charter School.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

1. The Executive Director is responsible for contracting with an accountant to conduct the required annual financial audit after the Board of Directors has authorized that contract. 2. The Executive Director and Chief Financial Officer (Board position) are responsible for working with the auditor with the support of the back-office provider and MLC’s Onsite Financial Manager. 3. The MLC Board of Directors approves the selection of the auditor via a committee and verifies that the auditor is on the State Controller’s list of approved auditors to conduct charter school audits prior to approving the selection of the auditor. 4. Any deficiencies, findings, material weaknesses or audit exceptions will be addressed and resolved at meetings of the Board of Directors led by the Chief Financial Officer. 5. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

1. MLC's Student Discipline Philosophy

MLC is at the forefront of what research shows is the most effective way to manage student behavior, with the best long-term outcomes: positive behavior supports. MLC has resolved to eliminate punishment-based practices from its behavior management repertoire and instead utilize proactive, solution-focused methods to change behavior for the better over time.

To accomplish, MLC collaborates and partnered with Family Model Behavior Therapy (FMBT) to provide professional development as well as BID services for MLC under contract.

Engaging in Positive Behavior Practices (PBP) is a long-term commitment that requires training, education, and active participation from the whole school community. The MLC community has developed ways to most effectively intervene with challenging behavior, as well as how to promote the most successful student achievement. When positive behavior supports are utilized, students with challenging behavior become students with less challenging behavior over the long term, and students without challenging behavior have the opportunity to learn how to be part of a diverse school community where everyone has their needs met. The community understands that equal does not mean identical; equal means everyone gets their needs met in whatever way necessary to ensure the best learning community for everyone.

MLC's School-Wide Behavior Practices

MLC's practices are embedded in MLC's Five Behavior Standards which have existed since we opened the school in 2001:

Responsible students:

- follow agreed-upon rules and procedures.
- consistently meet expectations.
- are honest and dependable.
- personally uphold high standards of conduct.
- voluntarily seeks ways to help avoid conflict.
- go beyond what is expected.

Respectful students:

- protect the rights and property of others.
- listen completely and thoughtfully.
- wait patiently.
- are courteous and trustworthy.
- act as a peacemaker and keeper of the truth.
- earn the respect of adults and peers by treating others with dignity.

Safe students:

- demonstrate self-control and good health and safety practices both in the classroom and on the schoolyard.
- know and obey school safety practices and emergency procedures.

Caring students:

- show consideration for the feelings and needs of others.
- perform acts of kindness and show empathy to those in need of help.
- offer to help solve conflicts in positive ways.

Tolerant students

- show appreciation for individual differences by cooperating on tasks and accepting the ideas of others.
- demonstrate patience with self and others when working on difficult tasks or in small groups.
- collaborate with others, showing appreciation for the contributions of peers.
- see the good in everyone.

MLC's five standards are reinforced through MLC's commitment to Positive Behavior Practices. The premise behind these practices is rewarding students for positive behavior while providing appropriate consequences for negative behavior. The emphasis is placed on teaching students how to behave positively and how to replace negative behavior with positive behavior. PBP takes the view that all children (and adults) are motivated to behave positively because it feels good when we do so, and it is rewarding to us. At MLC, we do not assume that all students know how to behave positively, and we recognize that negative behaviors are often a result of needs not being met. We aim to work with our students to meet their needs and reinforce positive behaviors. Part of this practice is a positive reward system in the classroom, in the yard, and school-wide. Students learn and experience both the consequences for negative behavior AND the reward for positive behavior. Research shows us that the repetition of rewards for positive behavior will quickly replace the occurrence of negative behaviors.

School-wide rewards are earned by students who demonstrate behaviors associated with the MLC Behavior Standards. Posters with the MLC High Five are displayed in classrooms as well as common areas such as bathrooms, library, media lab, lunch area, playground, etc. Each finger on the high five is labeled with one of the five MLC standards along with a short phrase describing appropriate behavior for an area of campus. Classrooms develop their own High Five Charts each school year and include the input of students.

All staff reward students for demonstrating MLC's five behavior standards by filling out a Behavior Ticket. Monthly drawings are conducted during school assemblies to showcase and reward students. Similar activities are conducted in individual classrooms.

Tiered Behavior Interventions

MLC's Tired Intervention Chart below describes the types of interventions enforced by classroom teachers and administration. These interventions do not include suspension or expulsion.

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Levels of Infractions

	Level 1: Dealt with in class	Level 2: Office Referable offense	Level 3: Disciplinary Review
	Teachers	Administrators	Administrators and Others
Student Infractions	<ul style="list-style-type: none"> • Refusing to do classwork • Tardy Arrival • Disrespect toward another student/adult • Indirect verbal threats or language • Talking back to the teacher (non-threatening) • Chewing gum/eating in class • Refusing to return homework • Refusing to bring materials • Foul or abusive language • Class disruptions • Persistent provoking/instigating • Body tagging • Horseplay • Use of electronics 	<ul style="list-style-type: none"> • Any of the Level 1 behaviors after verbal warnings and consequences by staff • Direct verbal threats or language • Talking back to the teacher (non-threatening) if continuous • A persistent disruption that stops teaching: shouting, banging, throwing objects, arguing, walking out of class • Racial comments/derogatory statements • Continuous horseplay or wrestling • Theft • Graffiti/tagging • Aggressive behavior (shoving, pushing, spitting, etc.) 	<ul style="list-style-type: none"> • Aggressive behavior directed toward self, others, and/or property. • Verbal threats • Physical assault • Sexual comments/ lewd acts • Weapons • Drugs • Major theft • Breaking/destroying school property • Suicidal Attempts

Interventions	<ul style="list-style-type: none"> • Redirect student to more appropriate behavior and/or provide clear expectations • Re-taught desired behavior • Establish behavioral cue/prompt • Identify environmental and home factors • Identify the function of behavior • Provide structured choices • Identify academic, social, or behavioral impacts and appropriate accommodations • Restorative Reflection Forms 	<ul style="list-style-type: none"> • Provide targeted behavior support • Review SST data for effectiveness • Make environmental adjustments • Adjust behavioral contract • Re-evaluate academic, social, or behavioral impacts and appropriate modifications • Possible 504/IEP • Behavior Support Plan • Restorative Reflection Forms 	<ul style="list-style-type: none"> • Possible 504/IEP • Alternatives to Suspension • Restorative Reflection Forms
Consequences	<ul style="list-style-type: none"> • Oral/Written reflection/apology • Student/Teacher Conference • Notify parents • Parent/ Student/ Teacher Conference • Loss of privileges or in-class consequence • Behavior Contract • Restorative Justice Circle <p>*** Refer to Logical Consequence “Cheat Sheet”</p>	<ul style="list-style-type: none"> • Send home “Home Reflection Sheet” and get parent signature • Behavior Contract • Office Referral – consequence TBD • Reflection of behavior (Ex: RIPPLES, Reflection sheets) • Counselor/ Parent/ Student/ Teacher Conference • Consider SST 	<ul style="list-style-type: none"> • Discipline Review Hearing • Possible suspension/ expulsion • Possible call to DSFS / PET Team • Possible call to police
Supporting Documentation	<ul style="list-style-type: none"> • Reflection Sheets • Power School Log 	<ul style="list-style-type: none"> • Office Referral Slip • Power School Log • Home Reflection Sheet • Start compiling documentation towards SST 	<ul style="list-style-type: none"> • Power School Log • Discipline Review Hearing - Behavior contract • Police Report • DCFS Report • PET Team Report • Other Documents

Restorative Justice Practices

MLC uses restorative practices to build school and classroom community while creating a positive school climate that supports students’ learning and social-emotional development. We

adopted this philosophy and practice because it aims in repairing the harm done to relationships and people instead of putting blame and punishing.

The goals of the practices are to:

- Provide a positive alternative to exclusionary discipline practices
- Resolve and prevent conflict in a peaceful and respectful way
- Promote positive behavior and social-emotional competence
- Promote equity, positive school climate and learning environments
- Engage parents, students, teachers, school staff and administrators

The continuum of restorative practices are

- **Affective Statements (I- Messages):** These statement opportunities for the students and adults to express their feelings, both positive and negative, and essentially converse about a behavioral situation without assigning blame.
- **Affective Questions:** They provide students a chance to reflect on the impact of their behavior has on others and to nurture empathy towards those they affected. Those who have been harmed get an opportunity to be heard, and all parties are a part of the solution. MLC staffed is trained to review these questions with every student when dealing with a behavior concern.
- **Circles:** Teachers are taught to use circles as a proactive and preventative strategy to build community within the classroom or the school. Once the trust and community have been built then the circle can be used to address deeper issues and therefore be more restorative and reparative.
- **Formal Conferences:** Teachers and/or administrators facilitate this conference when circles or affective statements/questions are not enough. Depending on the situation, these conferences can include students, parents, and staff. However, restorative conferences can only happen if:
 - The offender takes responsibility for their part in the incident and voluntarily agree to the conference
 - The person that was harmed must also volunteer to agree to the conference.

Alternatives to Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the Principal or Principal's Designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

- 1) A conference between Charter School personnel, the pupil's parent or guardian, and the pupil.
- 2) Referrals to the Charter School psychologist, or other school support service personnel for case management and counseling or to outside supports such as a social worker or child welfare attendance personnel,
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the school day.
- 8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

Suspension and expulsion are extremely rare occurrences at MLC because student needs are met *before* they exhibit extreme behaviors warranting suspension or leading to expulsion. Student discipline is considered on a case-by-case basis taking student history into account. Staff is trained in Positive Behavior Practices to support students and prevent the need for suspension.

Professional Development in Positive Behavior Practices has included:

- Staff training in Positive Behavior Practices covering topics such as:
 - Basic concepts of behaviorism and positive behavior practices including the ABA approach to understanding behavior and how it is affected by the environment.
 - Implementation strategies based on the Multi-Element Model including skill-building programs and behavior reduction strategies
 - Orientation to generic supports applicable to a variety of situations
 - Data collection strategies, hands-on experience, and role-plays
 - Developing Behavior Contracts
 - Mindfulness Training
 - Community Circles for building community
 - Restorative Practices
- Behavior Safety-Care Emergency Training (B-SET)
- Behavior Implementation Aide (BII) training and support
- Small-group teacher sessions as needed to support teachers working with students with severe behavioral needs.
- School-wide planning consultation to develop reward systems and engage parent and staff committees in supporting the implementation
- Parent education on Positive Behavior Practices
- Consulting and coaching with administrative staff

Use of Behavior Data

Behavior data is collected, stored, and monitored within PowerSchool. This information is used to make informed decisions if a student's behaviors warrant further support through a behavior support plan, Student Success Team, or Individualized Education Plan. Collecting this data allows for the staff to understand the function, intensity, and duration of the behavior.

In-School Suspension

2. MLC's Authorization of In-School Suspension

A pupil suspended from the charter school for any of the reasons enumerated in the "Discretionary Suspension and Recommendation for Expulsion Offenses" may be assigned, by Principal or Designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

The maximum number of days of in-school suspension per incident is two days and four days in one academic year. While other public schools may be precluded from utilizing in-school suspension for certain offense, the Charter School is not and retains the authority and discretion to utilize in-school suspension for those offenses listed in the Discretionary Suspension and Recommendation for Expulsion Offenses listed herein. Because this authority is discretionary, the Principal or Designee shall make the determination on a case by case basis, taking into account the nature of the offense, the safety of students/employees on school grounds and the well-being of the student being disciplined.

For example, a Principal would need to determine if offenses like the following would warrant in-school or out of school suspension depending on the circumstances of the offense:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or charter school personnel;
- Made terrorist threats against charter school officials or charter school property, or both.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the charter school site for the period of suspension in a separate classroom or building, located on the Charter School site for pupils under suspension.

MLC may continue to claim ADA for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- (1) The supervised suspension classroom is staffed as otherwise provided by law.
- (2) Each pupil has access to appropriate counseling services.
- (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a pupil is assigned to a supervised suspension classroom, a the Principal or Designee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, the Principal or Designee shall notify, in writing, the pupil's parent or guardian.

Grounds for Suspension/Expulsion

3. Scope of Jurisdiction

Pupil Suspension and Expulsion Procedures have been established to promote learning and protect the safety and well-being of all students at the Charter School. When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction. Compliance with the procedures set forth in this Charter shall be the only processes for the Charter School to remove or otherwise exclude a student who attends the Charter School from attendance at the Charter School.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

These procedures may be amended without the need to materially revise the charter, subject to the

prior written approval of LAUSD, so long as the amendments comport with legal requirements.

These Procedures will be printed and distributed as part of the Charter School's Parent-Student Handbook and will clearly describe discipline expectations. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from the Charter School and Charter School-related activities unless otherwise agreed by the Principal or Principal's Designee during the period of suspension or expulsion. Whether or not the Principal or Principal's Designee agrees is left solely to the determination of the Principal or Principal's Designee taking into account the safety of other students/employees and the needs of the student being disciplined.

A student may be suspended or expelled for prohibited misconduct if the act is:

- A. related to Charter School activity;
- B. related to Charter School attendance occurring at the Charter School or any other school; or
- C. related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
 - 1) while on Charter School grounds;
 - 2) while going to or coming from the Charter School;
 - 3) during the lunch period, whether on or off the Charter School campus;
 - 4) during, going to, or coming from a Charter School-sponsored activity.

Students who present an immediate threat to the health and safety of others such as possession of a firearm or explosive, for example, may be immediately suspended and may later be expelled by upon recommendation of the Executive Director. MLC's policies provide all students with an opportunity for due process and conform to applicable federal law regarding students with exceptional needs.

4. Suspension Offenses

Enumerated Offenses

Discretionary Suspension and Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts, subject to the limitations and requirements set forth herein, when it is determined the pupil:

- a) Either:
 - 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Caused or attempted to cause damage to school property or private property.
- c) Stole or attempted to steal school property or private property.
- d) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
- e) Committed an obscene act or engaged in habitual profanity or vulgarity.
- f) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- g) Knowingly received stolen school property or private property.
- h) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- i) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- j) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- k) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- l) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and

judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (1) A message, text, sound, video, or image.
 - (2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
- (1) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (2) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- m) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- n) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Executive Director/Principal or Designee determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- o) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.
- p) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- q) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
 - 1) “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his

- or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- 2) "[S]chool property" includes, but is not limited to, electronic files and databases.

For a pupil subject to discipline, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

No student shall be suspended or expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

5. Procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason.

For suspensions of fewer than 10 days, MLC's Principal or Principal's Designee will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their side of the story.

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

- (i) Provide timely, written notice of the charges against the student and an explanation of the student's basic rights.
- (ii) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.
- (iii) No student shall be involuntarily removed by MLC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until MLC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

6. Expulsion Offenses

The Executive Director or Designee shall recommend the expulsion of a pupil for any of the following acts committed per the jurisdictional provision set forth herein, unless the Executive Director or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

1. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts, subject to the limitations and requirements set forth herein when it is determined a pupil is:

- 1) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
- 2) Brandishing a knife¹ at another person. E.C. 48915(c)(2)
- 3) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses above. E.C. 48915(c)(4)
- 5) Possession of an explosive². E.C. 48915(c)(5)

Teacher Recommendations to Principal or Designee for Suspension and Teacher Suspensions

A teacher may also refer a pupil, for any of the acts enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” to the principal or the designee of the principal for consideration of a suspension from the Charter School. To clarify, teachers do not have the authority to suspend without a written policy from the MLC Board of Directors in place. They may recommend to the Principal that a student be considered for suspension.

The Charter School Board of Directors may adopt a policy authorizing a teacher to suspend any pupil from class, for any of the acts enumerated in the “Discretionary Suspension and

¹ “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

² The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Recommendation for Expulsion Offenses,” for the day of the suspension and the day following. The policy shall specify that:

- a) The teacher shall immediately report the suspension to the principal of the Charter School and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the charter school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the board of directors of the Charter School. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. The Principal or Designee shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.
- b) A pupil suspended from a class pursuant to this policy shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

Parent/Guardian Classroom Attendance Policy

The Charter School Board of Directors may adopt a board policy should the Charter School feel it is necessary, authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher, subject to the limitations and requirements stated herein, for committing an obscene act or engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, subject to the grade limitations specified above, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

Parents and guardians shall be notified of the Parent/Guardian Classroom Attendance Policy prior to its implementation. A teacher shall apply any policy adopted pursuant to the policy uniformly to all pupils within the classroom.

The adopted Parent/Guardian Classroom Attendance Policy shall include the procedures that the Charter School will follow to accomplish the following:

- (1) Ensure that parents or guardians who attend school meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the Charter School site.
- (2) Contact parents or guardians who do not respond to the request to attend school.

If a teacher imposes the procedure, the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to board policy. This notice shall apply only to a parent or guardian who is actually living with the pupil.

The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board.

7. Out of School Suspension Procedures:

The following suspension procedures shall be followed:

- 1) Suspensions for violations of the offenses listed in the “Discretionary Suspension and Recommendation for Expulsion Offenses” stated herein shall be for no more than five consecutive days.
- 2) For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. No appeals for this type of suspension are allowed.
- 3) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:
 - a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- 4) The total number of days in any school year for which a pupil may be suspended from school shall not exceed fifteen (15) schooldays.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or Designee with the student and his or her parent or guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Designee.

The conference may be omitted if the Principal or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within (2) two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with the Charter School Principal or Designee. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to the Charter School and the notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

This determination will be made by the Executive Director or Designee upon either

of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended until such time as the decision from an expulsion hearing is made.

If the student involved is a foster youth, the Executive Director shall notify the Charter School's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting.

8. How and where the school will provide the student with meaningful access to education during the term of the suspension.

When a student is suspended, he or she will be provided with lessons and learning materials from their classroom teacher(s) for the duration of their suspension. In addition, there may be assignments provided as part of the Action Plan to be completed during the suspension and turned in upon return to school. Students will have opportunities to make up any missed tests.

9. Specific rules and procedures for suspension pending the outcome of an expulsion process

The Executive Director or Designee may extend the student's suspension pending the results of an expulsion hearing. Such an extension may be imposed only when the following conditions are met:

1. The Principal or Designee shall submit the recommendation to extend the suspension beyond two days to the Executive Director for approval during a two-day consecutive suspension period.
2. The Executive Director or Designee must schedule a meeting with the student and the parent within the two (2)-day suspension period.
3. The Executive Director must determine, after the meeting, that the presence of the student at the Charter School would cause a danger to persons or property or a threat of disrupting the instructional process.
4. If the action to extend suspension is not completed within the two (2)-day suspension period, the student shall return to the Charter School. If the student's suspension is extended pending the results of an expelling hearing, the student will be provided an interim alternative educational setting or an independent study placement during the period of pendency.

The Executive Director or Designee may remove a student who receives special education services, through the IEP process, to an Interim Alternative Educational Setting for 45 school days without regard to whether the misconduct is determined to be a manifestation of the student's disability. The Executive Director or Designee shall contact the LAUSD Charter Operated Programs to identify the placement and immediately notify the Director of Student

Services of the decision to change placement to receive support and assistance in providing follow-up services for the student and to discuss strategies and support. An IEP meeting must be held to effect and document the change of placement.

If the student committed any of the following acts within the jurisdiction of the Charter School as described herein the Executive Director or Designee may unilaterally assert the 45-day placement at an Interim Alternative Educational Setting:

- a. Carries or possesses a weapon;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance;
- c. Has inflicted serious bodily injury upon another person.

Note: Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.

(Paragraph (2) of subsection (g) of section 930 of title 18, United States Code)

Note: Serious bodily injury is defined as “an injury that requires the substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.” (Paragraph 3, subsection h of Section 1365 of Title 18, United States Code)

If the student is recommended for expulsion, the student shall remain in the Interim Alternative Educational Setting during the expulsion process, which may go beyond 45 days. If an expulsion recommendation is not considered, within the 45 days, through the IEP process, then MLC shall address the misconduct by modifying services and support and the student shall return to MLC at the end of the 45 days.

11. Expulsion Procedures

Students will be recommended for expulsion after the Executive Director or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a recommendation for expulsion by the Executive Director (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

These additional findings shall be required for any of the offenses noted above, including, for example, the possession, sale or furnishing a firearm, knife, explosive or other dangerous object.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Executive Director or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

E. Expulsion Hearing – Rules and Regulations

The family of a student who has been recommended for expulsion will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 school days from the original expulsion notice. The hearing will be presided over by an administrative panel (three to five impartial individuals selected among staff that does not have direct connection with student) appointed by the Executive Director. A document will be prepared by the Executive Director or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events. This document will be provided to all individuals involved.

The Charter School's governing board establishes rules and regulations governing procedures for the expulsion of pupils. These procedures include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date of the original expulsion notice unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
2. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that

the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

2.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

The date and place of the hearing.

A statement of the specific facts and charges upon which the proposed expulsion is based.

A copy of the disciplinary rules of the Charter School that relate to the alleged violation.

A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).

Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

"Non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

2.2. At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call.

3. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - 3.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - 3.2. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
4. If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
5. If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
6. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
9. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the

hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

10. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - 10.1. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - 10.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
 - 10.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.
11. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - 11.1. Notice of the right to appeal the expulsion to the Charter School Governing Board.
 - 11.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - 11.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
12. The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

- 12.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

F. Decision of the Panel

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1. Uphold the expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the information stated in Item 11 of Section E above and the following additional information:

1. The outcome of the hearing and the decision of the administrative panel
2. The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3. Reinstatement eligibility review date (if expulsion is decided)
4. A copy of the rehabilitation plan (if expulsion is decided)
5. The type of educational placement during the period of expulsion (if expulsion is decided)

G. Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

H. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting

regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

I. Notice of Expulsion to Last Known District of Residence

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. the Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the panel from removing a support person whom the presiding person finds is disrupting the hearing. The panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the panel from exercising his or her

discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

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

11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

K. Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program. The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the Charter School's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the

administrative panel shall reinstate the pupil in the Charter School and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

L. Expulsion Appeals

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Board of Directors of the Charter School, which shall hold a hearing thereon and render its decision.

The Board of Directors shall hold the hearing within 20 schooldays following the filing of a formal request.

The Board of Directors shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. The Board of Directors hearing shall offer all participants a meaningful opportunity to be heard, including support for any translation or other communication supports as required by the Americans with Disabilities Act and State law and shall afford all due process protections required for administrative hearings as required by State and Federal law and relevant case law authority. Upon the timely submission of a request for a public meeting, the Board of Directors shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the Charter School, the Charter School Board of Directors shall, at the same time, admit representatives from the opposing party. The Board of Directors shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

M. Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. the Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request. The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the

proceedings of the administrative panel may be heard unless a *de novo* proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- (1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- (2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

N. Standard of Review

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- (1) Whether the administrative panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the administrative panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

- (1) If Charter School officials have not met the procedural requirements stated herein.
- (2) If the decision to expel a pupil is not supported by the Finding of Fact prescribed herein as grounds for expulsion.
- (3) If the Findings of Fact prescribed herein are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that

the abuse of discretion was prejudicial. The terms “abuse of discretion” and “prejudicial” are defined in case law and the California Code of Civil Procedure (see e.g., CCP §1094.5).

O. Decision on Appeal

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:
 - A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration but only if there are no legitimate safety concerns that might prevent reinstatement..
 - B. Grant a hearing *de novo* upon reasonable notice thereof to the pupil and to the administrative panel. This hearing shall be conducted in conformance with the rules and regulations stated herein.
2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:
 - A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil’s parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil’s enrollment in a new school district, to inform that school district of the pupil’s expulsion; 4) Notice of the rehabilitation plan and readmission/reinstatement.
 - B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
3. In all other cases where items 1 and 2 above are not applicable, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of

the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Executive Director/Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The Executive Director with support from the Business Administrator are responsible for ensuring that appropriate arrangements for coverage in either retirement plan have been made, as applicable. In addition, the Executive Director and Business Administrator work with applicable vendors (e.g., Edtec, Hess & Associates etc.) , to ensure that the following retirement program data, documentation and payments are completed and submitted according to the appropriate retirement plan and that contributions are made on behalf of all eligible employees.

Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage and MLC will contribute the employer’s portion required by STRS. Payments will be made via the Los Angeles County Office of Education (LACOE) in accordance with procedures established by STRS.

All full-time non-certificated employees are eligible to contribute to Public Employees’ Retirement System. All non-certificated employees will participate in the federal Social Security system.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Multicultural Learning Center Charter School is a school of choice. No student is required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on the admissions section of the website and on the enrollment forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Multicultural Learning Center
7510 DeSoto Avenue, Canoga Park, CA 91303

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Multicultural Learning Center
7510 DeSoto Avenue, Canoga Park, CA 91303

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual

agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the

authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury,

including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School's closure agent is the Executive Director in the event the Charter School closes.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site

as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to

any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of

special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Addendum

Assurances, Affirmations, and Declarations

Multicultural Learning Center (also referred to herein as “MLC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and

Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations,

title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws

including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year

- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded

before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Multicultural Learning Center
7510 DeSoto Avenue
Canoga Park, CA 91303

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the

parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Multicultural Learning Center
7510 DeSoto Avenue
Canoga Park, CA 91303

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School

shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and

inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the

charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay

LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that

any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)