

**LAUSD BOARD
APPROVED**



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TERM: 2017-2022**

Charter Renewal Application July 1, 2017 – June 30, 2022

Montague Charter Academy for the Arts and Sciences
Submitted to the Los Angeles Unified School District
December 21, 2016



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Assurances, Affirmations, and Declarations

Montague Charter Academy for the Arts and Sciences (also referred to herein as “MCA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION

• The contact person for Charter School is:	Leonidas Tarca
• The contact address for Charter School is:	13000 Montague Street, Pacoima, CA 91331
• The contact phone number for Charter School is:	818-899-0215
• The proposed address or ZIP Code of the target community to be served by Charter School is:	91331
• This location is in LAUSD Board District:	6
• This location is in LAUSD Local District:	Northeast
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year will be:	910
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2017-2018 is:	August 15, 2017
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	994
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, Single Year Calendar
• The bell schedule for Charter School will be:	8:15am -2:40pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR CHARTER SCHOOL

Montague Charter Academy for the Arts and Sciences (“MCA”) converted to an independent charter school in 1996 through a teacher-led conversion. It was one of the first conversion charter schools in Los Angeles Unified, and has continued to demonstrate excellence as a community school focused on integrating the arts and sciences for students through hands-on, real world experiences. The MCA community, 100% of which qualifies as socioeconomically disadvantaged, represents a community of students and families that are traditionally underserved and underrepresented. This community requires a local school that understands the unique needs of the community and that has the capacity to develop strong programs that meet the individual needs of its students and families. Despite the social challenges facing the

community, MCA has persevered, demonstrating one of our core values illuminated in our mission statement. Perseverance, the commitment to excellence, and the ability to overcome are central to why our students and their families benefit from the individual programs and personal attention we give to each member of our community.

While district schools are a viable option for some communities, MCA has triumphed and continues to triumph because of the deep and lasting relationships we have with our students, their families and the community at large. A traditionally underrepresented and marginalized community like Pacoima needs strong leadership and access to excellent educational programs. Just as new development, resurgence and opportunities are burgeoning in our local geographic community, MCA has begun a campaign to redirect and overcome some of the challenges we have recently faced. Together as a strong, unified and focused community, we are quickly developing new programs and refining past programs based on changes in student needs as well as annual programmatic and data review, something we as a school community have demonstrated well in the most recent term of our charter.

SCHOOL ACADEMIC PERFORMANCE DATA

At Montague, we continually strive to outperform our neighboring schools. With the tremendous social challenges of having 100% of our students designated as socioeconomically disadvantaged, a significant number of our families with parents that never graduated from high school, and in some cases, never attended formalized school programs at all, many of our students enter our school with an initial deficit in school readiness. It is our aim, through early literacy efforts, regular data assessment and review, and aggressive Response to Intervention methods, to close the achievement gap for our numerically significant student subgroups as well as our school population at large.

The data results below reflect the successes of our educational program and the growth points we have to increase student achievement. MCA provides a rigorous and responsive curriculum that best serves the students and families of our local region and surrounding area.

Overall, by examining MCA student achievement data and program review data, it is evident that MCA outperforms a majority of comparable LAUSD resident schools and is the best provider of a strong educational program to meet the specific learning needs of our community.

Schoolwide API Data – Montague Charter Academy – 3 Year Average API of 796 (from CDE Dataquest 3 year API report)

API Score	ACADEMIC PERFORMANCE INDEX DATA BY SIGNIFICANT STUDENT SUBGROUP			
	Schoolwide	Hispanic	English Learner	Socioeconomically Disadvantaged
3 – year average API	796	795	766	795
(2012-13)	792	791	752	792
(2011-12)	800	799	777	800

(2010-11)	795	794	768	795
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MCA made significant gains in 2011 and 2012. Our students demonstrated a dip in achievement in 2013, which we continue to address in aggressive Response to Intervention instructional strategies and support programs for struggling students. Despite the dip in API in 2013, we continue to demonstrate high achievement schoolwide and outperform a majority of LAUSD resident schools and the state at large.

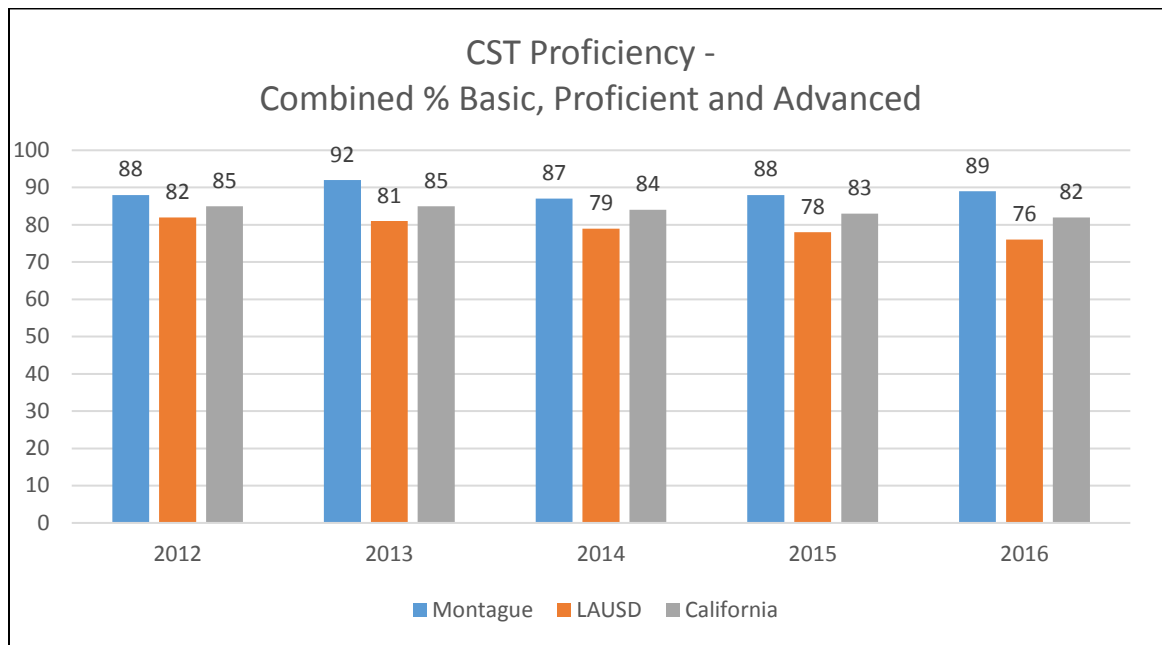
Schoolwide API Growth Data 2011-2013 - By Significant Student Subgroup (from CDE Dataquest API data report)

API Growth Target	API Growth Data by Significant Student Subgroup						
	Schoolwide	Hispanic		English Learner		Socioeconomically Disadvantaged	
	Growth	Growth	Met	Growth	Met	Growth	Met
2012-13	-8	-8	N	-25	N	-8	N
2011-12	6	6	Y	10	Y	6	Y
2010-11	34	35	Y	37	Y	34	Y

In 2 of the 3 years measured, MCA met *all* growth targets, both schoolwide and among all numerically significant subgroups. In 2012-13, MCA experienced a decline in student achievement, particularly among our English Learner subgroup. Our English Learners continue to be an area of focused intervention and academic support among our subgroups.

CST Science Test Scores (from CDE Dataquest CST Data Report) – Students achieving at the advanced, proficient, and basic levels

	2012	2013	2014	2015	2016
Montague	88	92	87	88	89
LAUSD	82	81	79	78	76
State	85	85	84	83	82



For the term of our 2012-2017 charter petition, the combined percent of MCA students achieving at the advanced, proficient, and basic levels on the CST Science Assessment has repeatedly outperformed the district and state scores according to the CDE Dataquest CST Science data results. MCA students have increased their performance as the performance of students in the district and state wide have decreased. Our student population is primarily English Language Learner who can more successfully access the science curriculum through directed hands-on learning as they follow the scientific process. We believe that the institution of a science lab in 2005 and the articulation and planning between the lab teacher and classroom teachers has led to these results. We know that the science test will change to assess the new science standards based on the NGSS. The Instructional Coordinator will continue to work with the Science Lab teacher and classroom teachers to develop standards based lessons and activities that effectively implement the practices of NGSS. Our goal is to have our students rise to the same levels of success in their Science performance on the new assessment as they have had in the past.

INTERNAL DATA COLLECTION AND ANALYSIS

MCA collects internal benchmark data on all students a minimum of three times each year. We currently use Renaissance Star Testing to assess student proficiency in both English Language Arts and math. Students in TK, K and 1st take the Renaissance Early Literacy assessment. Students in grades 2-5 take both the English Language Arts and math assessments. This data is used to predict student readiness for SBAC testing, screen students for intervention, exit students from intervention programs, and design appropriate professional development for teachers. For matriculating students, spring academic performance data on both internal assessments and on CAASPP assessments provide a starting point for the next year's teacher to measure baseline data for students.

Our internal data analysis enables us to tailor intervention toward student improvement and target resources to those students most in need of assistance. Through this analysis, we can identify which grade levels and student subgroups need intervention.

Our 2016 data indicates strong growth among our 3rd graders. This is a significant achievement since we are piloting a new intervention model with our 3rd grade students using an intensive daily support for designated students performing below proficiency in language arts. The data affirms our efforts are working to bring these students up to proficiency.

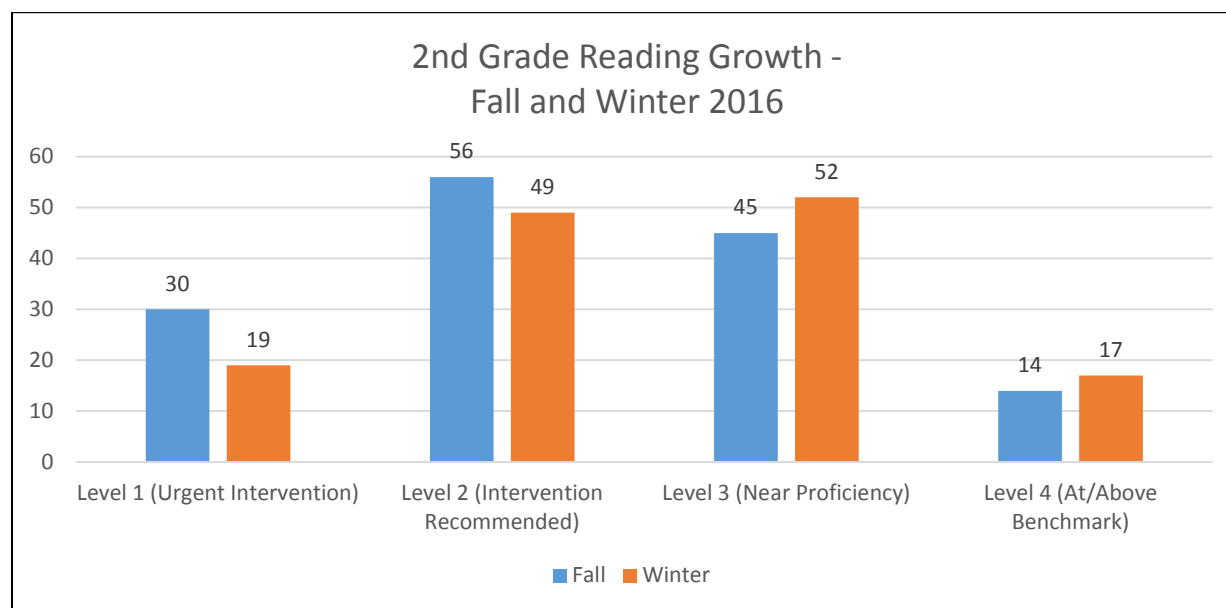
We continue to emphasize in-class formative assessments which give our teachers immediate feedback on areas to target instruction. Formative assessment also gives teachers clear information to provide to parents and students about student progress or areas needing additional growth. We continue to implement data chats between teachers and students to enable them to fully understand and take ownership of their own learning and academic progress.

Internal Benchmark Assessments by Grade Level

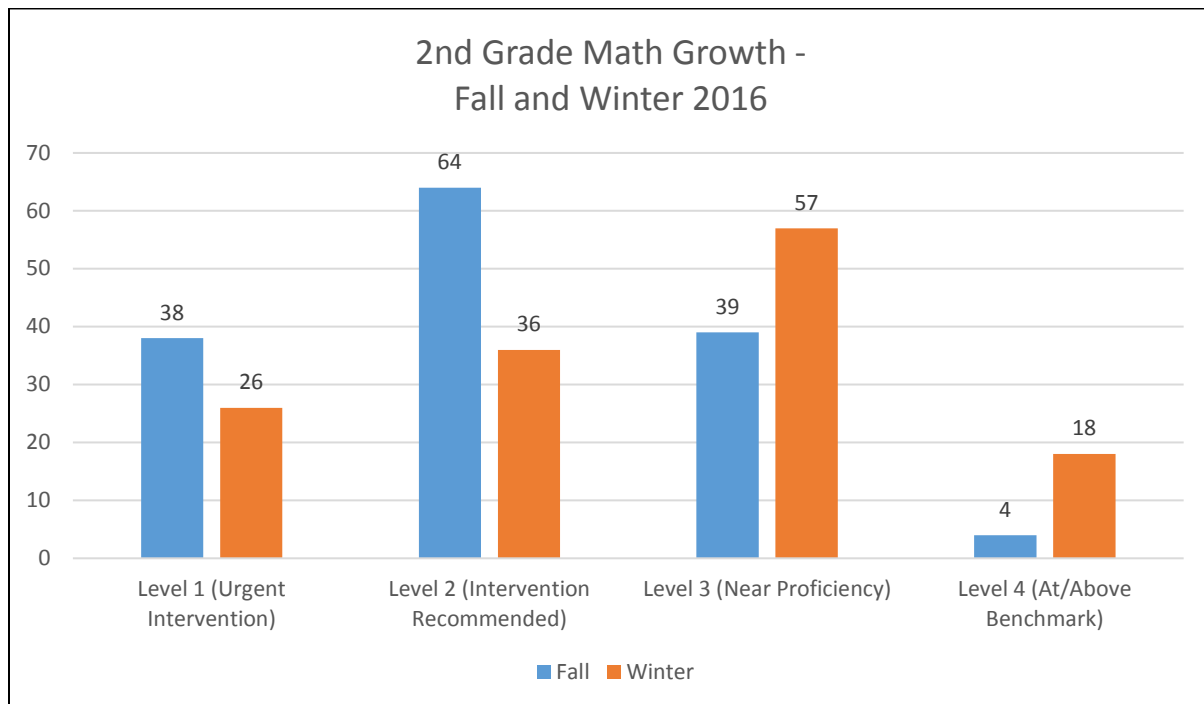
A look at our internal benchmark assessment data in ELA and math reflects the growth and increased achievement at the lower grades (2nd and 3rd) where we have focused the majority of our energy and intervention resources. Our data also indicates modest growth or areas needing improvement in the upper grades (4th and 5th). Through regular data collection and analysis, we continue to implement targeted instructional intervention programs to address student learning needs at various levels.

Second Grade – English Language Arts and Math Proficiency

The charts below indicate the real growth achieved by our students so far this year in English Language Arts and math. In almost every grade level, the number of students needing urgent intervention or recommended intervention decreased while the number of students achieving near proficiency or above proficiency increased.

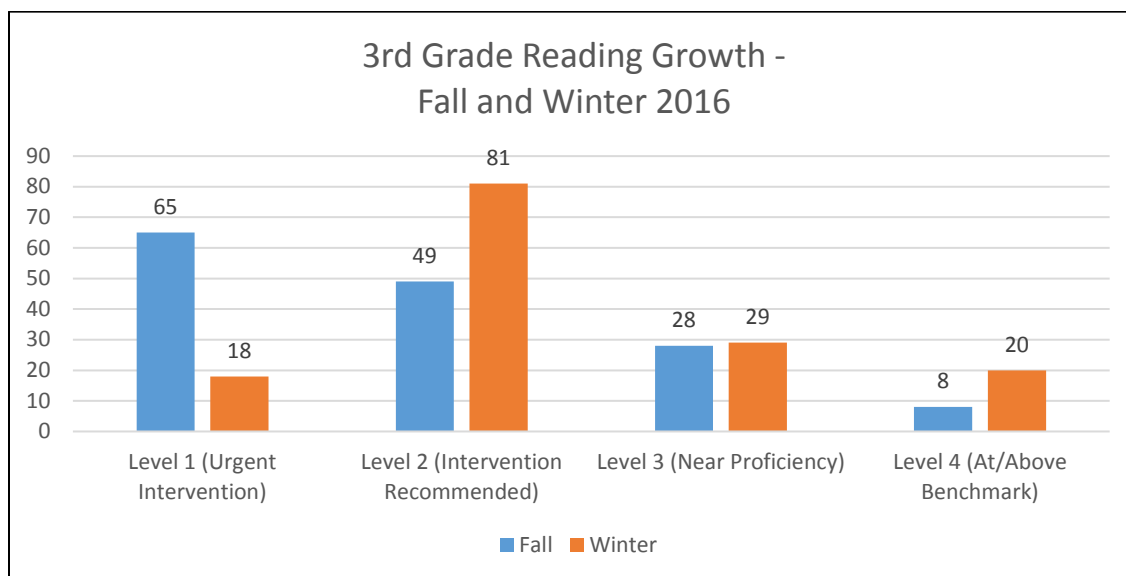


In second grade ELA assessments, the number of students needing urgent intervention decreased from 30 to 19. Those being recommended for further intervention decreased from 56 to 49. The number of students near proficiency increased from 45 to 52 and those at or above proficiency increased from 14 to 17. The average growth in 2nd grade language arts was an increase of 31 points (101 students increased, 44 students decreased and 1 student remained the same).

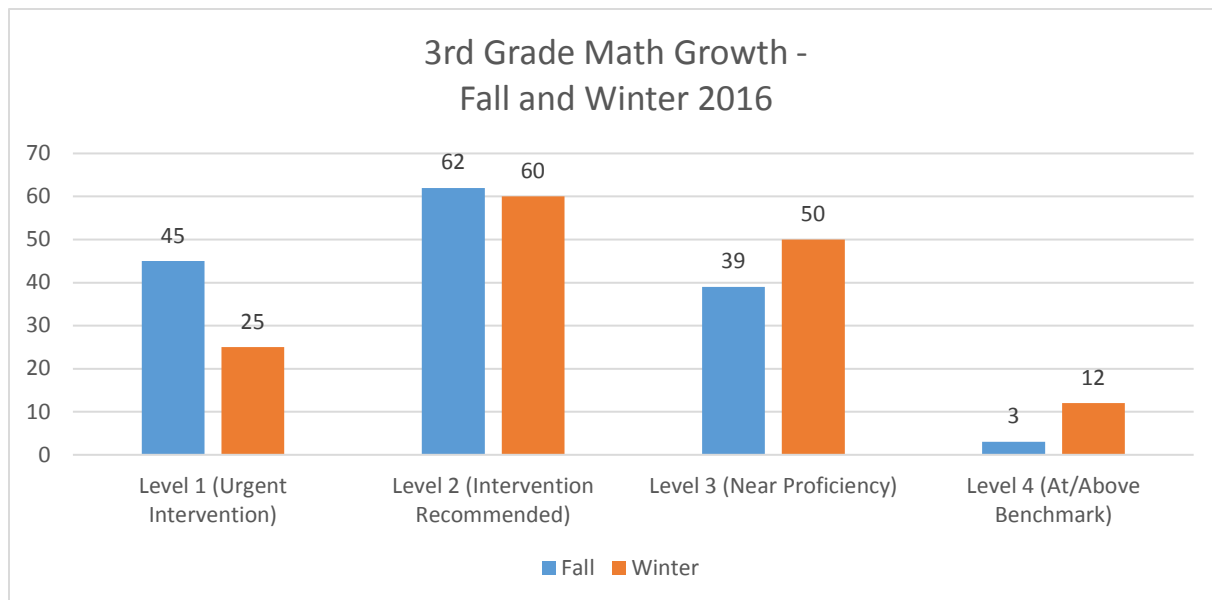


We see similar gains among our second graders in math. The average growth in 2nd grade math was an increase of 42 points. 120 students increased, 26 students decreased and 1 remained the same. The number of students needing urgent intervention decreased from 38 to 26 between the fall and winter assessments. The number of students being recommended for further intervention decreased dramatically almost by half from 64 to 36. The number of students achieving near proficiency increased from 39 to 57 and the number of students at or above proficiency increased more than 4 fold from 4 to 18. This data shows that our differentiated instruction and approaches to intervention are working to improve student achievement.

Third Grade – English Language Arts and Math Proficiency

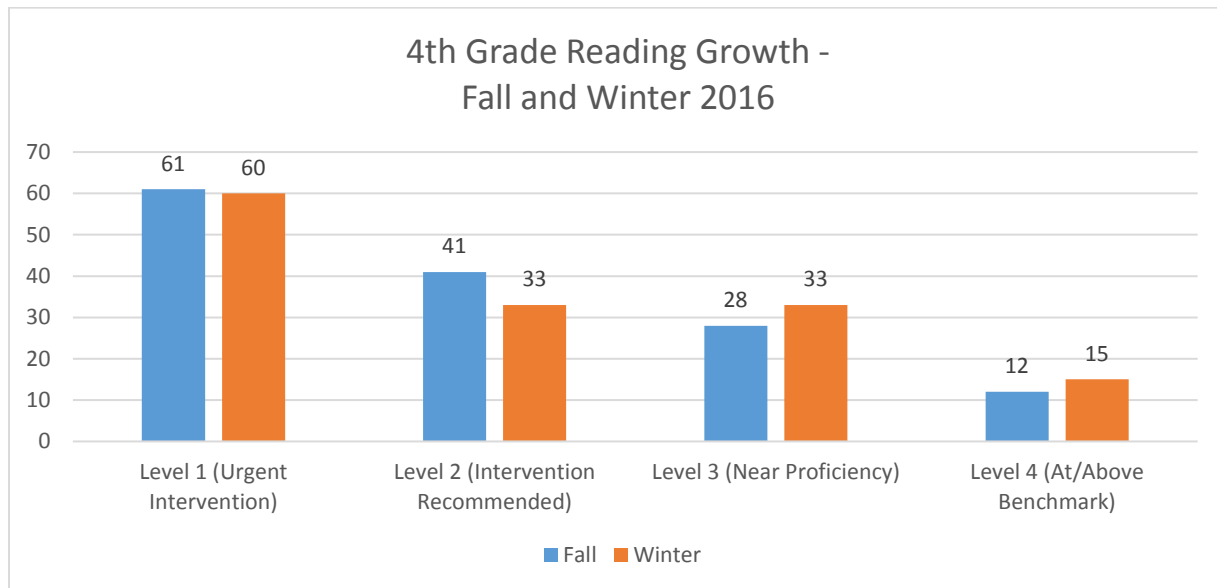


Gains in 3rd grade English Language arts are impressive and indicative that our pilot intervention model using the Learning Center is effective. The number of students needing urgent intervention decreased from 65 to 18. The number of students with further intervention recommended increased from 49 to 81, but this is to be expected with the large number of students moving up in proficiency from the lower band. The number of students near proficiency remained near constant with an increase of 1. Also impressive, however, is the large increase of students at or above proficiency from 8 to 20. The average growth in 3rd grade language arts was an increase of 41 points (115 students increased and 36 students decreased). We credit these gains to our intervention approaches and excellent instructional strategies in the classroom.

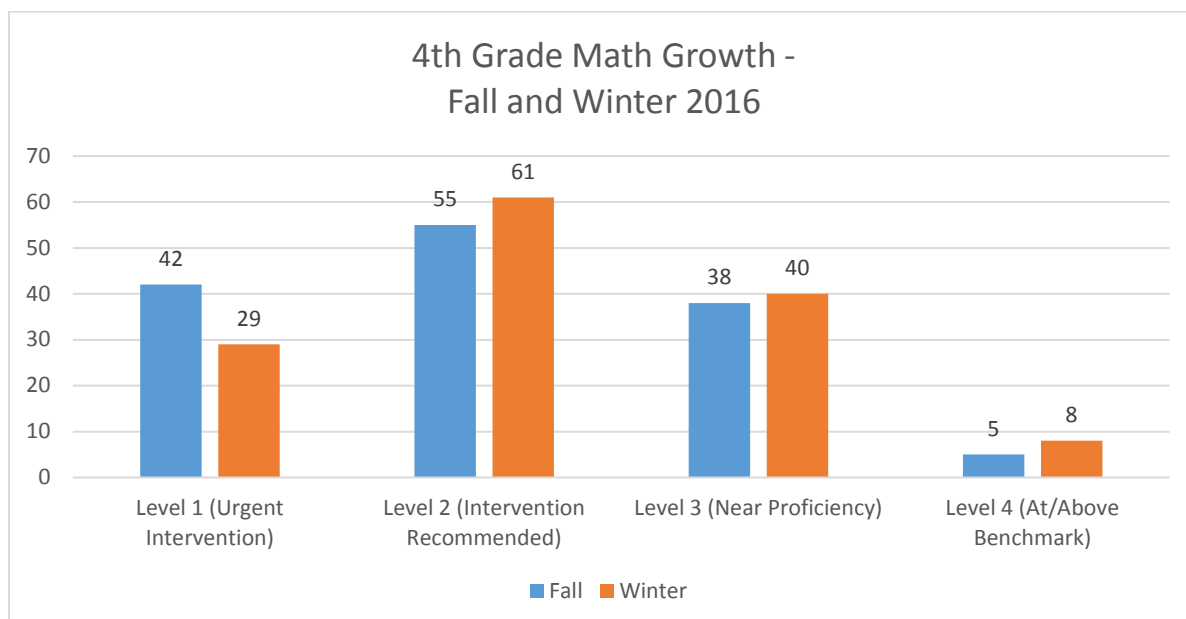


Our 3rd graders also showed great improvement in math between the fall and winter internal assessments. The average growth in 3rd grade math was an increase of 41 points. 124 students increased, 25 students decreased and 1 remained the same. The number of students needing urgent intervention decreased from 45 to only 25. Students with further intervention recommended decreased from 62 to 60. Students achieving near proficiency increased from 39 to 50 and students achieving at or above proficiency increased from 3 to 12. These gains continue to evidence the strong academic program we offer our students and Montague.

Fourth Grade – English Language Arts and Math Proficiency



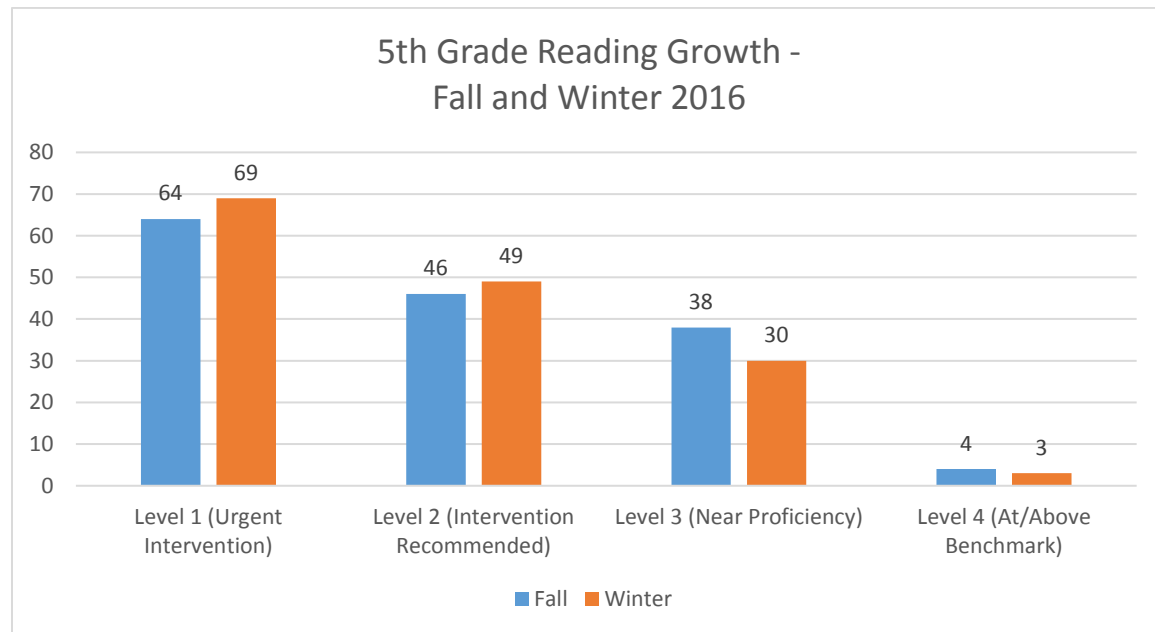
Fourth graders demonstrated modest gains in ELA proficiency. The number of students requiring urgent intervention decreased by only one student from 61 to 60 while the number of students being recommended for further intervention decreased from 41 to 33. The number of students achieving near proficiency increased from 28 to 33 and the number of students at or above proficiency also increased from 12 to 15. The average growth in 4th grade language arts was an increase of 12 points (86 students increased, 55 students decreased, and 1 remained the same). MCA is further refining the effectiveness of the multiple intervention strategies and support programs for these students.



In math, fourth graders demonstrated slightly better gains with a decrease in students needing urgent intervention from 42 students to 29. Students recommended for further intervention increased from 55 to 61, but this increase is reflective of students moving up from the lower

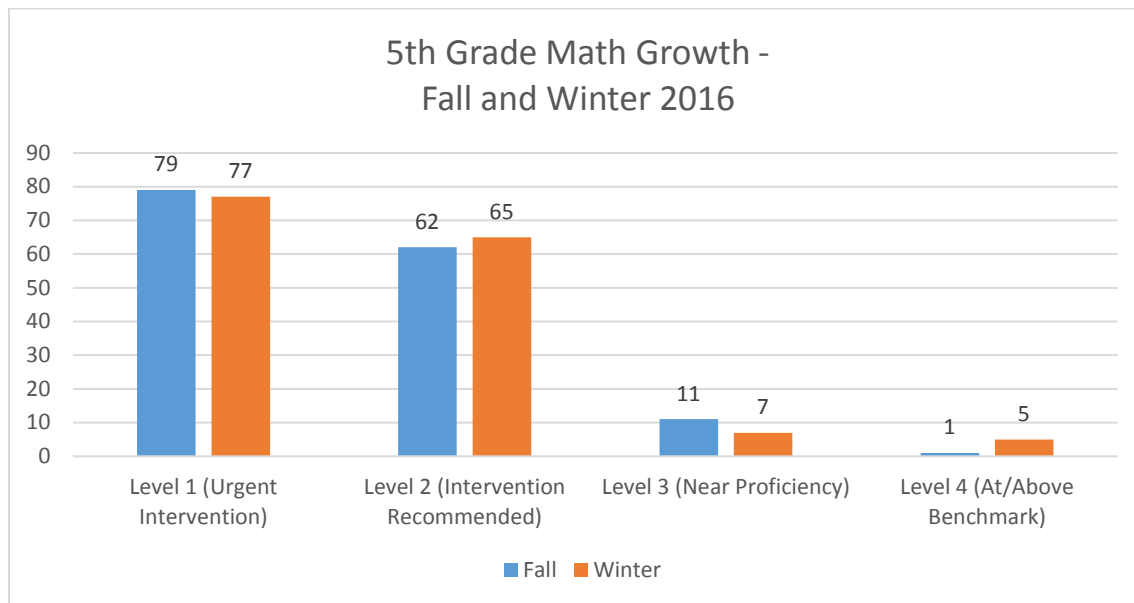
achievement band. Students achieving near proficiency increased from 38 to 40 and those achieving at or above grade level proficiency increased from 5 to 8 students. The average growth in 4th grade math was an increase of 18 points (92 students increased, 47 students decreased, and 1 remained the same). MCA is further refining the effectiveness of the multiple intervention strategies and support programs for these students.

Fifth Grade – English Language Arts and Math Proficiency



Fifth Grade internal benchmark data indicates areas for growth in English Language Arts. Students needing urgent intervention and those recommended for further intervention increased respectively from 64 to 69 and from 46 to 49 students. The number of students in the upper bands of proficiency decreased from 38 to 30 for those near proficiency and from 4 to 3 for those achieving at or above grade level proficiency. The average growth in 5th grade Language Arts was a decrease of 8 points (75 students increased, 76 students decreased, and 1 remained the same). MCA's intervention programs allow for immediate changes to be made to adapt to student needs.

The Renaissance Star program identifies the specific skills each student needs to work on in order to improve achievement towards mastery of the standards. Fifth grade has instituted the Study Group program where students receive small group support during the school day. Additional in-classroom support is provided by the Learning Center instructional aides to facilitate small group instruction. The instructional coordinators will continue to model effective instructional practices and help teachers develop targeted lesson plans. The instructional coordinators will continue to guide teachers to increase the rigor within Language Arts and across all content areas. This practice is reflected in the focus on developing mastery of required skills on the Star Renaissance benchmark test and Common Core Standards.

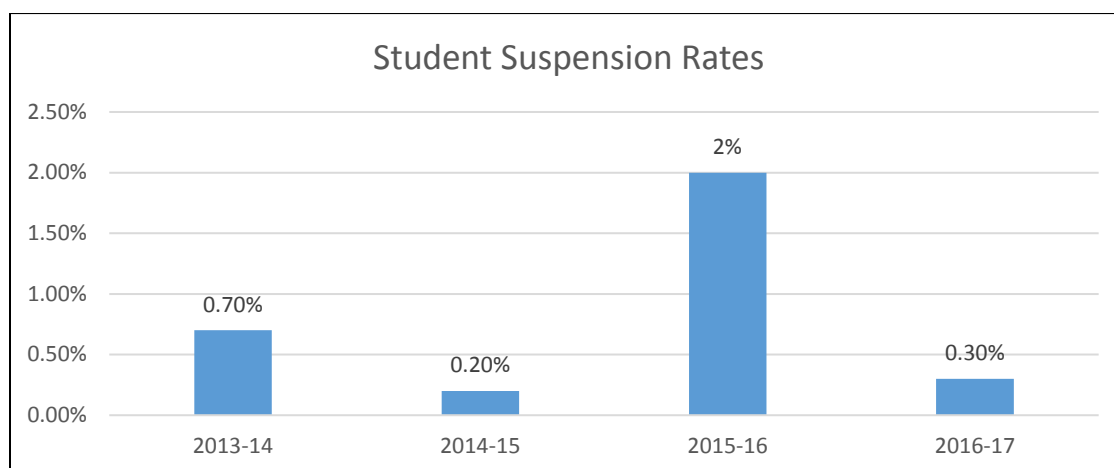


Internal benchmark data for math proficiency among 5th graders was slightly better with the number of students needing urgent intervention decreasing from 79 to 77 and those recommended for further intervention increasing from 62 to 65. The number of students achieving near proficiency decreased from 11 to 7 and those at or above grade level proficiency rose from 1 to 5 students. The average growth in 5th grade math was an increase of 11 points (88 students increased, 56 students decreased, and 1 remained the same). MCA is further refining the effectiveness of the multiple intervention strategies and support programs for these students

STUDENT DISCIPLINE DATA – SUSPENSIONS

Montague Charter Academy continues to have low rates of student disciplinary issues and incidents. The following chart shows the low percentage of student suspensions over the past 3 years. , In 2016 we were recognized by the LAUSD Charter Schools Division for our low rate of student suspensions last year. Additionally, we have implemented positive behavioral intervention systems that are already demonstrating even lower rates of student disciplinary action, including suspensions, over the number of incidents at this time last year.

Student Suspension Rate



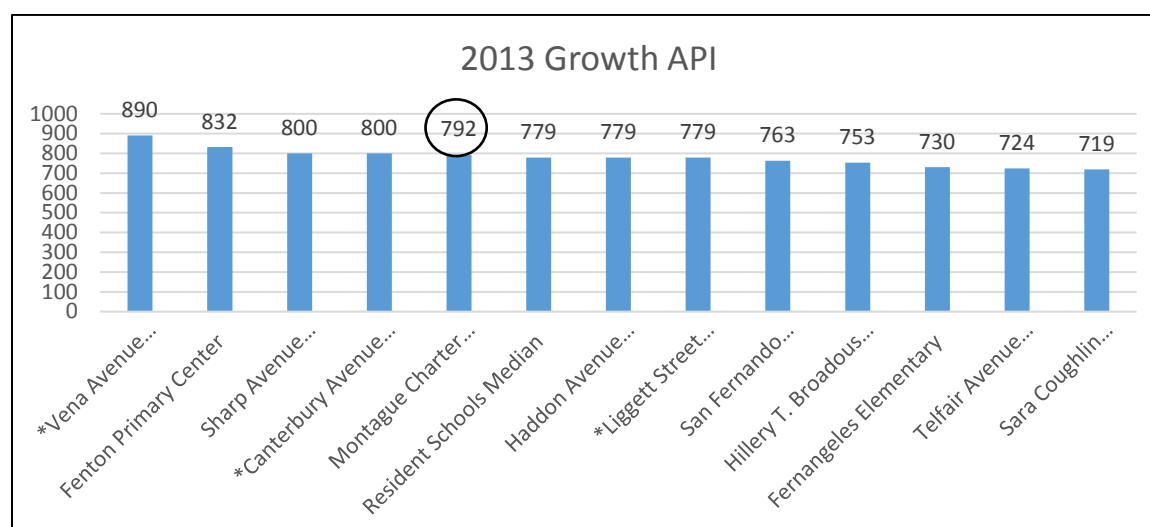
We have maintained low suspension rates over each of the past three years, however, we did experience an increased student suspension rate in 2015-16. The increase that year included 19 suspensions out of total enrollment of 969. Even with this increase, MCA still maintained a recognized low rate of 2% for student suspensions. This year, with our positive behavioral supports, we have had only 3 suspensions. This extremely low number of suspensions is a rate of .3% for the first three months of the school year.

RESIDENT SCHOOLS COMPARATIVE DATA

There are 11 resident schools within LAUSD whose data is compared with MCA. Each of the schools are elementary schools near the geographic area of Montague, however, Fenton Primary Center serves grades K-2, therefore it does not have student achievement data comparable to Montague Charter Academy. For most of the included data charts, FPC will not have available data to compare. The comparable LAUSD resident schools are:

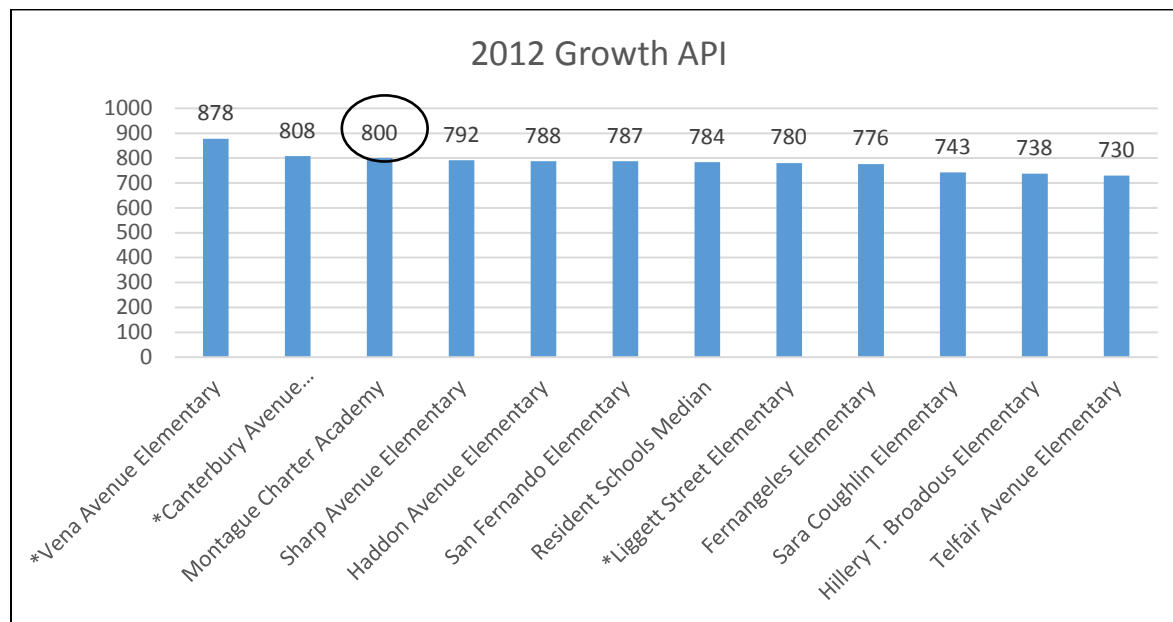
- Vena Avenue Elementary
- Sharp Avenue Elementary
- Haddon Avenue Elementary
- Fernangeles Elementary
- Sara Coughlin Elementary
- Telfair Avenue Elementary
- Canterbury Avenue Elementary
- San Fernando Elementary
- Liggett Street Elementary
- Hillery T. Broadous Elementary
- Fenton Primary Center

By comparison, MCA has outperformed a majority of comparable resident schools in LAUSD, including outperforming the Resident Schools Median API in 2013, the most recent API data from the CDE. Furthermore, it is worth noting three of the schools which received higher API scores than MCA include two Gifted/High Ability magnet schools* (Vena and Canterbury) and a K-2 school (Fenton Primary Center) which does not provide comparable academic data for grades 3-5.



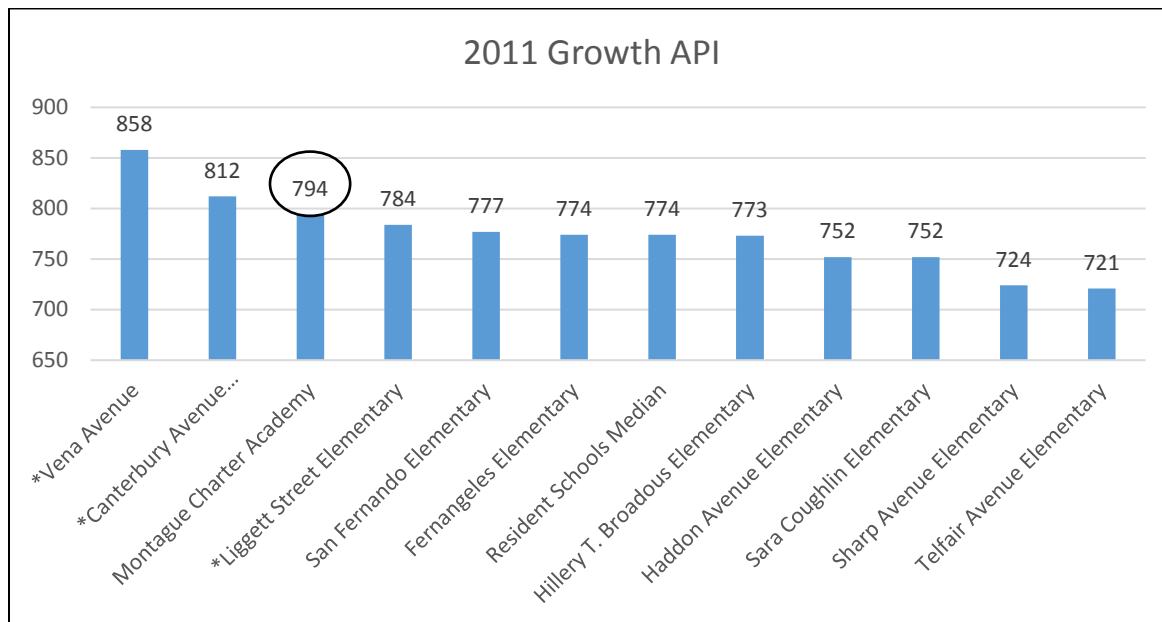
*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Montague also outperformed a majority of resident schools in 2012 and 2011. With the exception of the two gifted/high ability magnet schools, Vena and Canterbury, MCA ranked above a majority of comparable resident schools, including Liggett Street Elementary which has a strong gifted population with an SAS program. MCA was within 10 points of Canterbury and achieved an API of 800, a rise in 6 points over 2011.



*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

In 2011, MCA achieved an API in the top 3 schools among comparable resident schools, outperforming 8 of the comparable resident schools with an API of 794. Again, the two schools achieving higher API scores have significant populations of Gifted/High Achieving (GATE) students, whereas MCA has a very small number of students identified as Gifted/High Achieving.



*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Schoolwide Performance – CAASPP Results (From CDE CAASPP Data Website)

Schoolwide, from 2015 to 2016, the percentage of MCA students who met or exceeded the standards rose in both English Language Arts and Mathematics. We expect to continue this upward trend with the shift in the 2016-17 school year from a year-round calendar to a traditional calendar. Changing our calendar increases the number of instructional days and minutes during the school year from 163 to 180 days. Students gain more exposure to curriculum and are better able to master State content standards with 17 additional days of instruction.

English Language Arts – Met or Exceeded Standard

2015	2016	% Change
22%	27%	+5%

Mathematics – Met or Exceeded Standard

2015	2016	% Change
20%	24%	+4%

CAASPP Results by Grade Level – English Language Arts and Math (From CDE CAASPP Data Website)

When looking at academic proficiency by grades, our students in both grades 3 and 4 raised proficiency percentages in English Language Arts. However, we noticed a decline in math proficiency between 2015 and 2016.

Grades	3	4	5	3	4	5	*Growth
Subject							
ELA	25%	20%	21%	26%	29%	28%	+ 4% / +8%
Math	27%	19%	13%	35%	19%	18%	-8% / -1%

2014-15

2015-16

(*In the table above, the column indicating growth or change over time includes two numbers. The first number is for 3rd graders in 2015 who became 4th graders in 2016. The second number is for students who were 4th graders in 2015 who became 5th graders in 2016.)

In 2015, 25% of 3rd graders met or exceeded the proficiency standards in English Language Arts. This rose in 2016 to 29% for 4th graders, demonstrating a change over time growth of 4%. For 4th graders the change was even more dramatic, increasing from 20% proficiency in 2015 to 28% in 2016, a rise by 8%, a significant increase.

In math, our students demonstrated a need for additional intervention and areas of growth. In 2015, our 3rd graders achieved proficiency at a rate of 27%, which declined to 19% in 2016. Our 4th graders achieved at 19% proficiency in 2015, and remained flat at 18% in 2016. In response to this decline, we have taken aggressive measures to identify specific areas of growth and provide targeted intervention to our students achieving below proficiency.

Our Excursions English Language Arts program and Eureka math program provide early and frequent opportunities to assess students at the beginning of the school year and throughout the school year to provide targeted instruction and intervention as needed. This ongoing data review allows us to address any achievement gaps and tailor instruction in all grades so that gaps do not develop or widen.

CAASPP Results by Subgroup - English Language Arts – Met or Exceeded Standard (From CDE CAASPP Data Website)

Montague has four numerically significant subgroups: Hispanic, English Learners, Students with Disabilities and Socioeconomically Disadvantaged students. With the exception of English Learners, all of our subgroups, school wide, demonstrated positive growth percentages for proficiency in English Language Arts. We examined data from our numerically significant subgroups school wide and by grade-level to best target resources and intervention to the specific students most in need of academic support.

	2014-15			2015-16			
Grades	3	4	5	3	4	5	**Growth
Subgroup							
Hispanic or Latino Schoolwide	17%			27%			+10%
Hispanic or Latino by Grade level	19%	*	*	24%	28%	29%	+9%/*
EL Schoolwide	11%			6%			-5%
EL by grade level	18%	9%	22%	0%	10%	9%	-8/0

Students with Disabilities Schoolwide	4%			7%			+3%
SWD By Grade Level	5%	0%	5%	17%	0%	5%	-5/+5
Title 1 Schoolwide	22%			27%			+5%
Title 1 by Grade Level	24%	20%	22%	24%	29%	28%	+5/+6

*A data error precluded having results for this student subgroup.

(**In the table above, the column indicating growth or change over time includes two numbers. The first number is for 3rd graders in 2015 who became 4th graders in 2016. The second number is for students who were 4th graders in 2015 who became 5th graders in 2016.)

Schoolwide, our Hispanic/Latino students rose in ELA proficiency by 10%. In a grade-level breakdown of proficiency, our 3rd grade Hispanic/Latino students from 2015 who were 4th graders in 2016 rose in proficiency 9%. There was no ELA data in 2015 for 4th and 5th grade Hispanic students.

Schoolwide, English Learners dropped 5 percentage points for proficiency in ELA. 3rd graders in 2015 who became 4th graders in 2016 dropped 8% while 4th graders in 2015 who became 5th graders in 2016 remained flat at 9% proficiency. We continue to focus instructional resources and support toward our English Learner student population.

Schoolwide, our overall population of Students with Disabilities increased in proficiency by 3%, however our 3rd grade SWD population in 2015 who were 4th graders in 2016 dropped 5% in proficiency. This year (2016-17), those students are 5th graders. We are proactively identifying and targeting intervention for literacy and English Language Arts instruction for these students.

Finally, schoolwide, our Socioeconomically Disadvantaged students rose 5% in ELA proficiency between 2015 and 2016. Our 3rd graders becoming 4th graders rose 5% and our 4th graders becoming 5th graders in 2016 rose 6% in ELA proficiency.

Both of our English Learner and Special Ed populations demonstrated a need for additional support and intervention for English Language Arts proficiency. In response to this data we continue to refine a targeted approach using Response to Intervention (“RTI”) Tier 1 and 2 methods to address these students in our English Learners and Special Education Populations.

CAASPP Results by Subgroup – Mathematics (From CDE CAASPP Data Website)

	2014-15			2015-16			
Grades	3	4	5	3	4	5	**Growth
Subgroup							
Hispanic or Latino Schoolwide	19%			24%			+5%

Hispanic or Latino by Grade Level	23%	*	*	34%	18%	18%	-5%/*
English Learners Schoolwide	12%			8%			-4%
EL by Grade Level	24%	4%	0%	10%	8%	3%	-14/+4
Students with Disabilities	6%			8%			+2%
Spec Ed	5%	7%	5%	17%	5%	5%	0/-2
Title 1, Schoolwide	21%			24%			+3%
Title 1	28%	20%	13%	35%	20%	18%	-8/-2

*A data error precluded having results for this student subgroup.

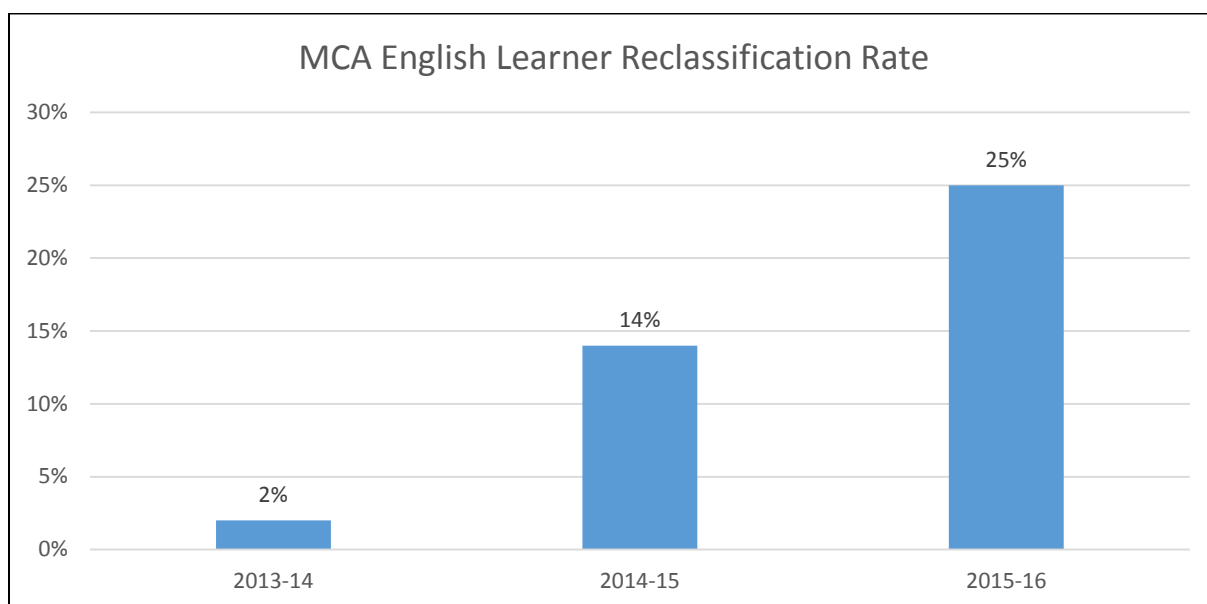
(**In the table above, the column indicating growth or change over time includes two numbers. The first number is for 3rd graders in 2015 who became 4th graders in 2016. The second number is for students who were 4th graders in 2015 who became 5th graders in 2016.)

In math, schoolwide, all of our subgroups experienced gains with the exception of our English Learners who dropped 4%. Hispanic/Latino students rose in Math Proficiency by 5%. Our Students with Disabilities rose by 2%. Our socioeconomically disadvantaged students rose by 3%.

When we examine the data broken down by grade level, we see more clearly that each of our subgroups, at one grade or another, demonstrated a need for growth. With our Eureka Math program and teacher referral process, we are actively targeting intervention through RTI methods to raise proficiency for these students.

English Learner Reclassification Data (From CDE Dataquest English Learner Reclassification Data)

Montague has steadily improved its reclassification process for English Learners, dramatically increasing the percentage of reclassified students each year over the past 3 years. Due to the change in census date from spring to fall, the data shows reclassification rates based on the prior year's enrollment number from the census date. In 2012-13, English Learner enrollment was 572. Of that number in 2013-14, MCA reclassified 12 students at a rate of 2%. In 2014-15, EL enrollment declined while reclassification rates went up: we had 543 students and successfully reclassified 75, an increased reclassification rate of 14%. In 2015-16, our EL enrollment decreased to 530 and we successfully reclassified 134 EL students, an even higher reclassification rate of 25%.



(From CDE Dataquest English Learner Reclassification Data)

Comparative School Data

There are 8 schools identified by the CDE as schools with similar demographic data to MCA for student enrollment. There are 11 schools in the LAUSD Comparable Resident Schools pool. The schools in the CDE Similar Schools pool include schools across all geographic regions of LAUSD in various local districts: Northwest, Northeast, South, West, and East. The Comparable Resident Schools are located in proximity to Montague Charter Academy in the Northeast District of LAUSD.

The demographic data chart below identifies common features of the student populations at all schools in comparison to Montague Charter Academy. Some noteworthy similarities between all schools include the geographic region of all schools –they are located in urban areas of Los Angeles, (Resident Schools in Pacoima or Arleta), in traditionally impoverished areas with high percentages of families and children living at lower socioeconomic levels.

Most of the schools have above 80% of students designated as socioeconomically disadvantaged, and most of the schools have a majority of students designated as racially Hispanic/Latino, near or above 80%. Furthermore, the range for percentages of students with disabilities is between 8 and 14%, with a Resident School Median of 10% of the student population of schools for students with disabilities.

According to CDE data provided by CALPADS in October 2015, most of the schools have approximately similar numbers of English Learners, Students with Disabilities and GATE students. However, there are vast discrepancies between what CDE previously reported as GATE enrollment for some schools such as Vena Avenue and Canterbury Avenue Elementary, both of which have Gifted Magnet programs at their schools, and what is reported on the October 2015 CALPADS system.

Furthermore, by looking at enrollment alone, Montague provides an educational program serving many more students than all of the CDE comparable schools. When looking at the LAUSD Comparable Resident Schools, Montague serves many more students with the exception of

Canterbury Avenue Elementary. In some cases, Montague serves more than twice as many students as each of the other schools. Using data from the CDE from 2013 demographic data found in individual school API reports, GATE enrollment ranges between a low of 5% and a high of 24%. Montague has 5% GATE students according to the 2013 Demographic Data from the CDE. English Learners make up between 22% (Vena Avenue Elementary) and 54% (Fernangeles and Broadous).

COMPARATIVE SCHOOL DATA - Demographic Information from October 2015 CALPADS reporting

School	Total Enroll #	% F/R Meal	% GATE	% EL	Sp Ed Enroll %	% Latino	% White	% Af. Amer.	% Asian	% Fili.	% Am Indian	% Pac Island	% Two +
Montague Charter Academy	969	100%	0%	42%	9%	96%	1%	1%	1%	1%	0%	0%	0%
Cantara Street Elementary	543	87%	5%	39%	16%	79%	12%	2%	3%	2%	0%	0%	1%
Catskill Avenue Elementary	572	88%	3%	36%	9%	75%	3%	7%	0%	11%	0%	1%	1%
Center for Advanced Learning	358	94%	1%	49%	9%	93%	0%	7%	0%	0%	0%	0%	0%
Dyer Street Elementary	724	90%	2%	41%	12%	97%	2%	1%	1%	0%	0%	0%	0%
Fair Avenue Elementary	896	91%	2%	41%	12%	91%	5%	1%	1%	0%	0%	0%	1%
San Gabriel Avenue Elementary	621	90%	1%	37%	11%	97%	2%	0%	0%	0%	0%	0%	0%
Westside Global Awareness Magnet	377	80%	2%	13%	7%	59%	9%	25%	1%	0%	0%	1%	3%
Woodlawn Avenue Elementary	781	87%	2%	48%	11%	96%	3%	0%	0%	0%	0%	0%	0%
LAUSD Sim. Schools CDE Median	597	89%	2%	40%	11%	92%	3%	2%	0%	0%	0%	0%	0%
Vena Avenue Elementary	560	80%	2%	22%	11%	84%	6%	2%	5%	3%	0%	0%	1%
Sharp Avenue Elementary	734	92%	2%	46%	17%	96%	2%	0%	0%	0%	0%	0%	1%
Haddon Avenue Elementary	789	92%	2%	43%	15%	95%	2%	0%	0%	0%	0%	0%	0%
Fernangeles Elementary	697	95%	2%	54%	14%	95%	3%	2%	0%	0%	0%	0%	0%
Sara Coughlin Elementary	679	91%	3%	50%	10%	94%	2%	3%	1%	0%	0%	0%	0%
Telfair Avenue Elementary	819	92%	1%	52%	18%	98%	1%	0%	0%	0%	0%	0%	0%
Canterbury Avenue Elementary	1018	80%	1%	29%	8%	88%	3%	0%	5%	2%	0%	0%	0%
San Fernando Elementary	622	90%	1%	42%	13%	95%	2%	1%	0%	0%	0%	0%	0%
Liggett Street Elementary	787	88%	3%	53%	16%	88%	3%	2%	3%	1%	1%	1%	1%
Hillery T. Broadous Elementary	613	95%	2%	54%	17%	96%	1%	1%	0%	0%	0%	0%	0%
Fenton Primary Center	800	92%	2%	51%	8%	92%	2%	5%	0%	1%	0%	0%	0%
Resident Schools Median	734	92%	2%	50%	14%	95%	2%	1%	0%	0%	0%	0%	0%

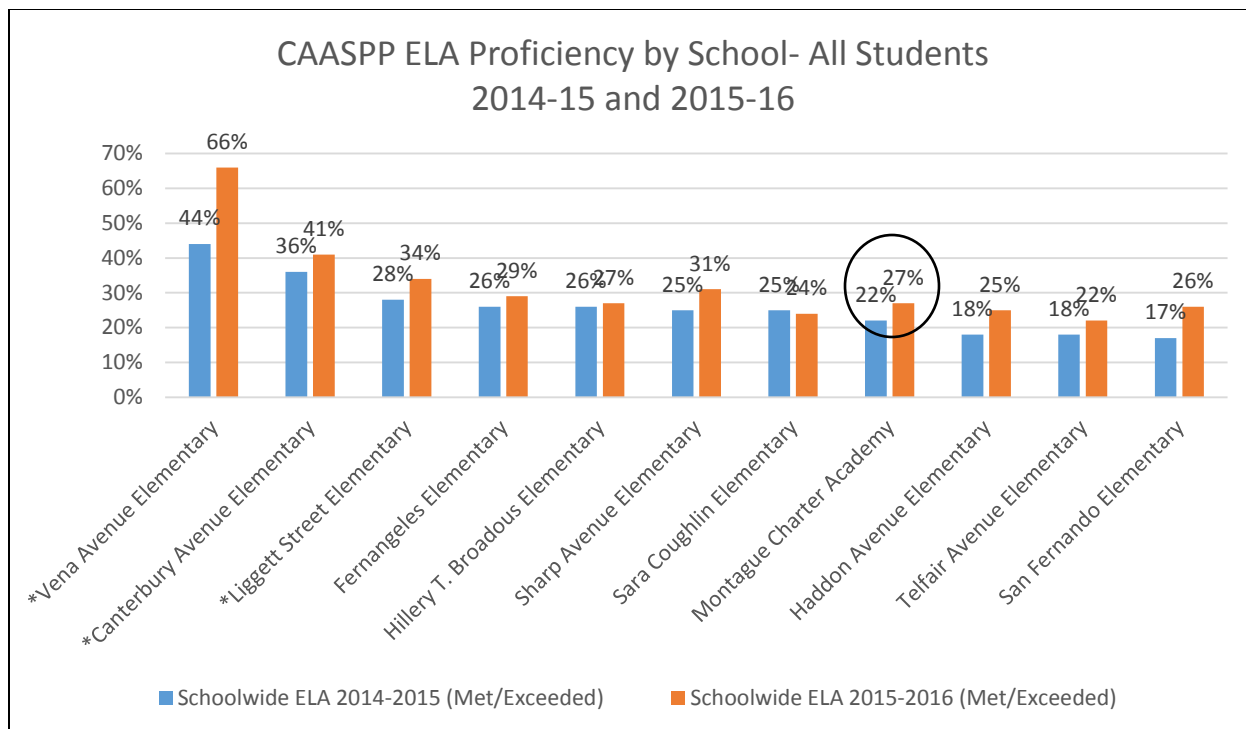
Comparative School Academic Proficiency Data – English Language Arts (Schoolwide)

When examining CAASPP data for comparable resident schools, Montague demonstrates proficiency in English Language Arts better than or equal to the comparable resident schools in most cases. Montague had 22% of students schoolwide demonstrating proficiency in ELA for 2014-15 school year. The resident school median at that time was 25%. In 2015-16, Montague's proficiency rose to 27%, while the median for resident schools was 28%, only 1% above MCA. An analysis of the growth in proficiency for ELA indicates that Montague was equal to the median for comparable Resident Schools at an increase of 5%.

While Montague has demonstrated improved proficiency, it is worth noting that three of the comparable schools included in the comparison have above 30% gifted and talented student populations, with higher levels of reading proficiency, a key feature of GATE students. Montague has 5% GATE students according to CDE demographic data in 2013. Vena, Canterbury, and Liggett each have large Gifted and High Achieving populations in their magnet and SAS schools. With the exception of Canterbury, they also have many fewer students enrolled in their schools.

With regard to overall performance in ELA when compared to LAUSD resident schools, it is impressive that despite having a large English Learner population and low GATE enrollment, that Montague still outperformed three of the schools and demonstrated gains in proficiency in ELA equal to the LAUSD Resident School Median.

Schoolwide	2014-15	2015-16	Change +/-
Montague	22%	27%	+5%
*Vena Avenue Elementary	44%	66%	+22%
Sharp Avenue Elementary	25%	31%	+6%
Haddon Avenue Elementary	18%	25%	+7%
Fernangeles Elementary	26%	29%	+3%
Sara Coughlin Elementary	25%	24%	-1%
Telfair Avenue Elementary	18%	22%	+4%
*Canterbury Avenue Elementary	36%	41%	+5%
San Fernando Elementary	17%	26%	+9%
*Liggett Street Elementary	28%	34%	+6%
Hillery T. Broadous Elementary	26%	27%	+1%
Fenton Primary Center	N/A	N/A	N/A
Resident School Median	25%	28%	+5%



*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

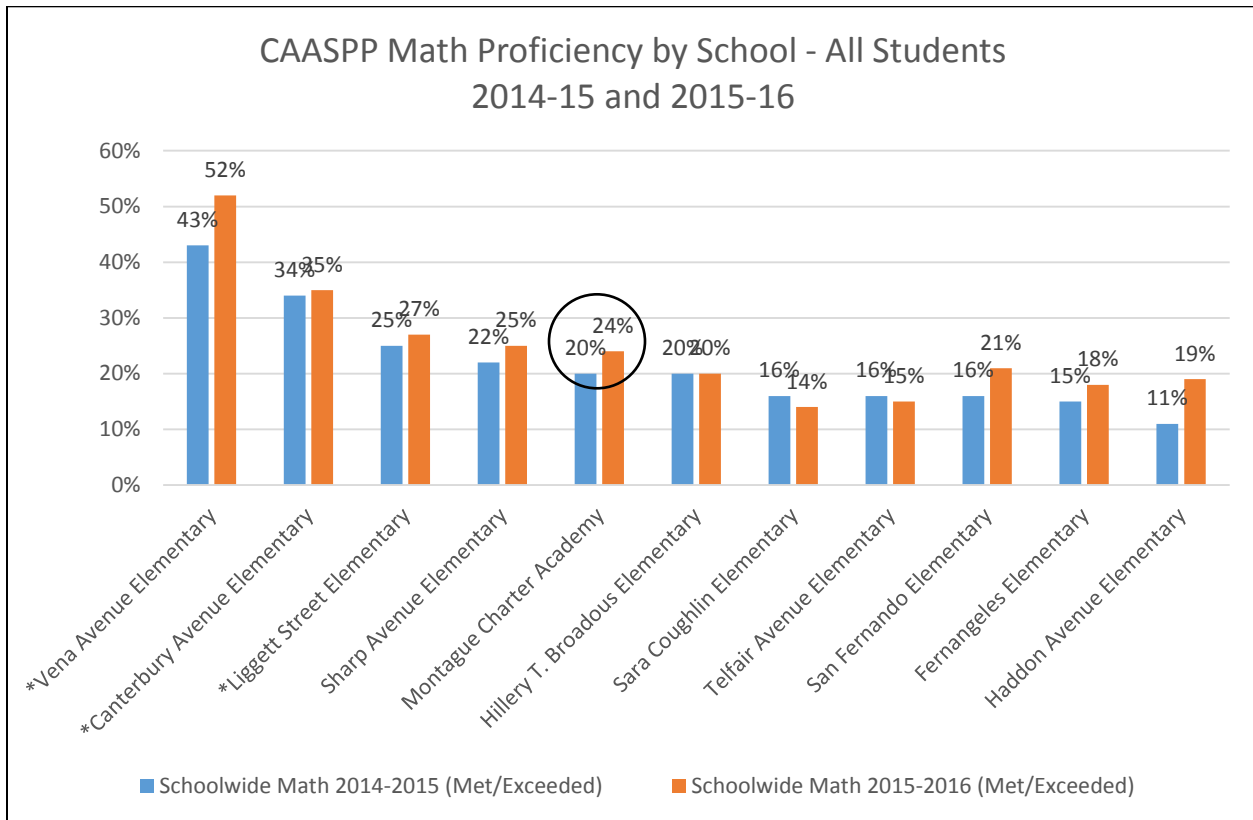
Comparative School Data – Mathematics

In comparing CAASPP data for Math proficiency, Montague again demonstrated impressive scores in comparison to the Comparable Resident Schools in LAUSD. In 2014-15, Montague achieved 20% proficiency schoolwide, outperforming the Resident School Median by 2%. The Resident School Median was 18%.

In 2015-16, Montague’s proficiency rose 4%, to 24%, outperforming the comparable Resident Schools’ growth median by 3%. The rise in proficiency was greater than a majority of schools, some of whom demonstrated schoolwide losses in proficiency or remained flat. It is also worth noting that despite the large GATE populations at Canterbury and Liggett Elementary schools, Montague demonstrated greater percentage gains in math proficiency than either of those schools.

Schoolwide	2014-15	2015-16	Change +/-
Montague	20%	24%	+4%
*Vena Avenue Elementary	43%	52%	+9%
Sharp Avenue Elementary	22%	25%	+3%
Haddon Avenue Elementary	11%	19%	+8%
Fernangeles Elementary	15%	18%	+3%
Sara Coughlin Elementary	16%	14%	-2%
Telfair Avenue Elementary	16%	15%	-1%
*Canterbury Avenue Elementary	34%	35%	+1%
San Fernando Elementary	16%	21%	+5%
*Liggett Street Elementary	25%	27%	+2%

Hillery T. Broadous Elementary	20%	20%	+0%
Fenton Primary Center	N/A	N/A	N/A
Resident School Median	18%	21%	+3%



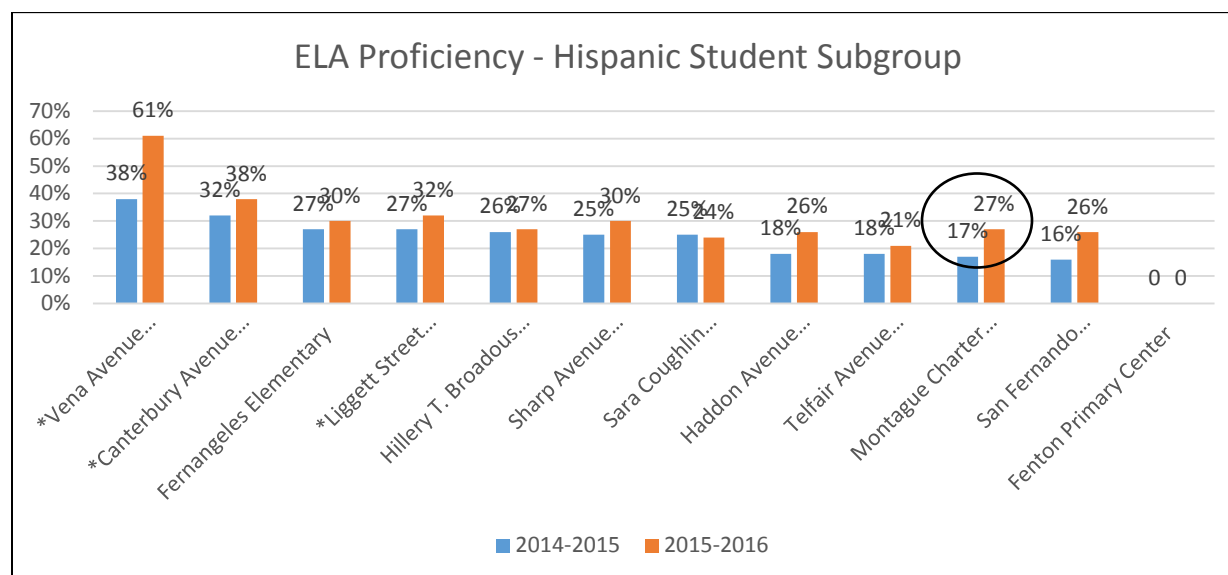
*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Comparative School Data by Subgroup – English Language Arts

Hispanic Students

Comparing ELA proficiency for Hispanic Students, a numerically significant subgroup for MCA and the LAUSD Comparable Resident Schools, MCA demonstrated stronger growth than all but 1 of the resident schools, San Fernando Elementary. In 2015, MCA students achieved higher proficiency than one other resident school. In 2016, student achievement among Hispanic students rose 10% to achieve 27% proficiency, equal to or better than 5 of the Comparable Resident Schools. The two schools starting with the lowest proficiency percentages (Montague and San Fernando) gained the highest percentage points in proficiency between 2015 and 2016. Three of the Comparable Resident Schools outscoring MCA are the schools with Gifted/High Achieving magnets or SAS programs and corresponding high numbers of GATE students.

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	17%	27%	+10%
*Vena Avenue Elementary	38%	61%	+23%
Sharp Avenue Elementary	25%	30%	+5%
Haddon Avenue Elementary	18%	26%	+8%
Fernangeles Elementary	27%	30%	+3%
Sara Coughlin Elementary	25%	24%	-1%
Telfair Avenue Elementary	18%	21%	+3%
*Canterbury Avenue Element.	32%	38%	+6%
San Fernando Elementary	16%	26%	+10%
*Liggett Street Elementary	27%	32%	+5%
Hillery T. Broadous Element.	26%	27%	+1%
Fenton Primary Center	n/a	n/a	n/a

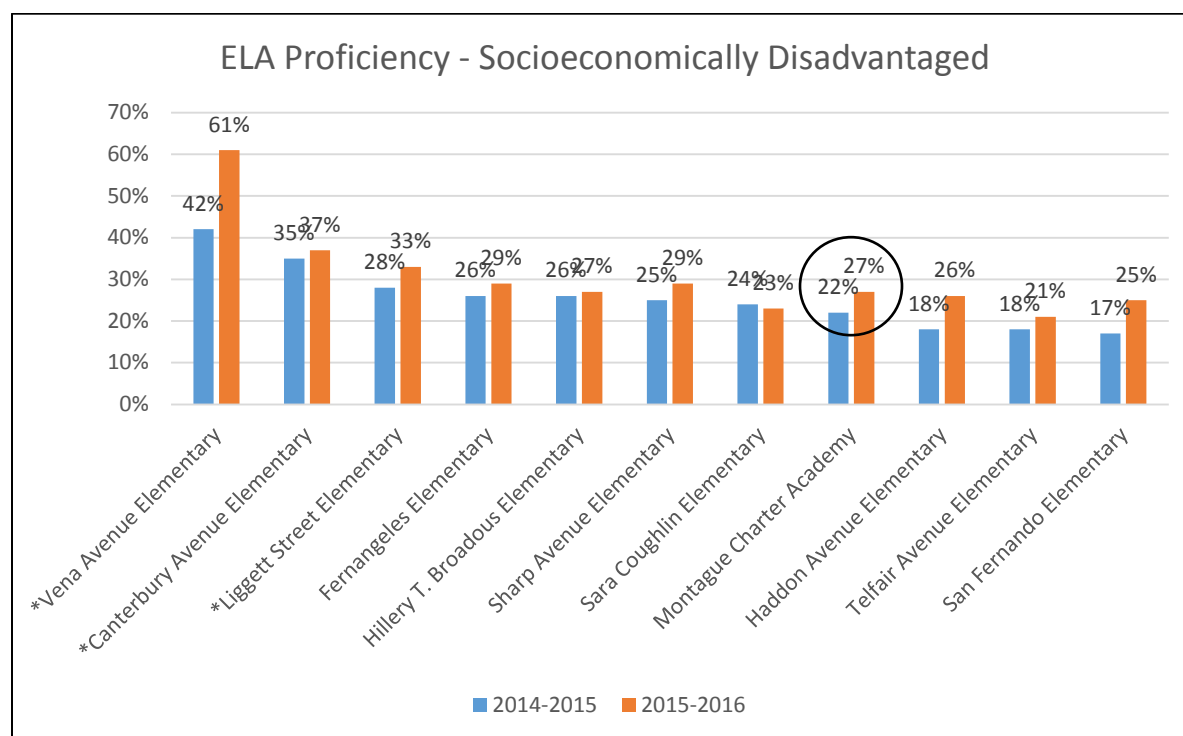


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Socioeconomically Disadvantaged Students

Among the Socioeconomically Disadvantaged (“SED”) student subgroup, Montague again demonstrated impressive gains for ELA when compared to other schools. MCA SED students rose in ELA proficiency by 5% schoolwide, an increase in proficiency percentage better than all LAUSD resident schools except three. Liggett, a school with a large gifted population and SAS program, rose in equal percentage (5%).

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	22%	27%	+5%
*Vena Avenue Elementary	42%	61%	+19%
Sharp Avenue Elementary	25%	29%	+4%
Haddon Avenue Elementary	18%	26%	+8%
Fernangeles Elementary	26%	29%	+3%
Sara Coughlin Elementary	24%	23%	-1%
Telfair Avenue Elementary	18%	21%	+3%
*Canterbury Avenue Elementary	35%	37%	+2%
San Fernando Elementary	17%	25%	+8%
*Liggett Street Elementary	28%	33%	+5%
Hillery T. Broadous Elementary	26%	27%	+1%
Fenton Primary Center	n/a	n/a	n/a

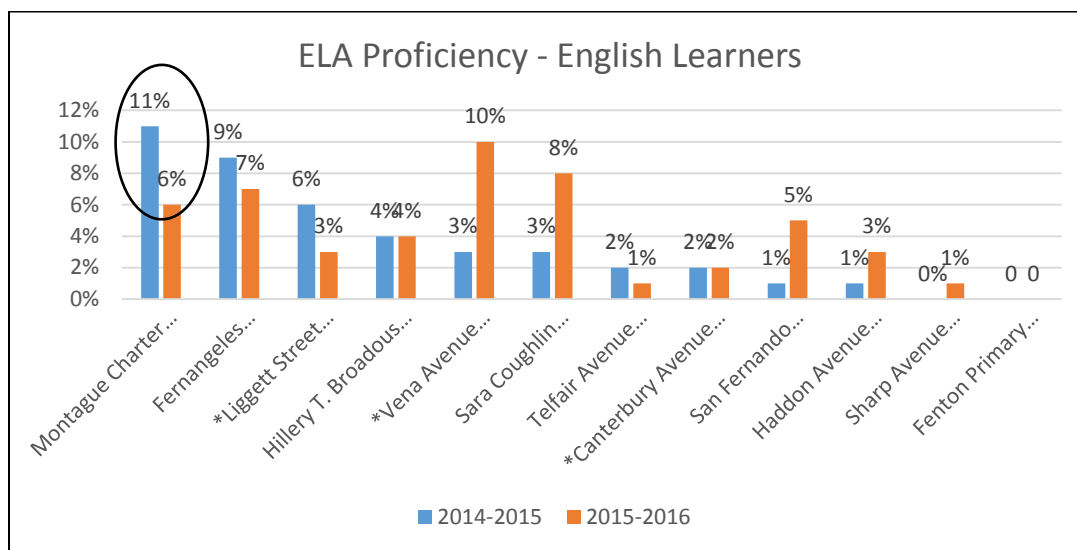


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

English Learner Students

In 2015, Montague outperformed all resident schools with 11% ELA proficiency for English Learners when the Resident School Median was only 2%. In 2016, with a drop of 5%, to 6% proficiency, Montague was still outperforming the Resident School Median (3%) for English Learners by 3% and outperforming seven of the ten other schools. Montague is in the process of providing frequent and research-based intervention programming for our struggling EL students. As is the case for all comparable resident schools, English Learners continue to be a focus area for growth for MCA. While all schools are struggling to meet the needs of English Learners, MCA is outperforming a majority of Comparable Resident Schools with regard to meeting the instructional needs of this student subgroup.

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	11%	6%	-5%
*Vena Avenue Elementary	3%	10%	+7%
Sharp Avenue Elementary	0%	1%	+1%
Haddon Avenue Elementary	1%	3%	-2%
Fernangeles Elementary	9%	7%	-2%
Sara Coughlin Elementary	3%	8%	+5%
Telfair Avenue Elementary	2%	1%	-1%
*Canterbury Avenue Elementary	2%	2%	0%
San Fernando Elementary	1%	5%	+4%
*Liggett Street Elementary	6%	3%	-3%
Hillery T. Broadous Elementary	4%	4%	0%
Fenton Primary Center	n/a	n/a	n/a
Resident School Median	2%	3%	0%

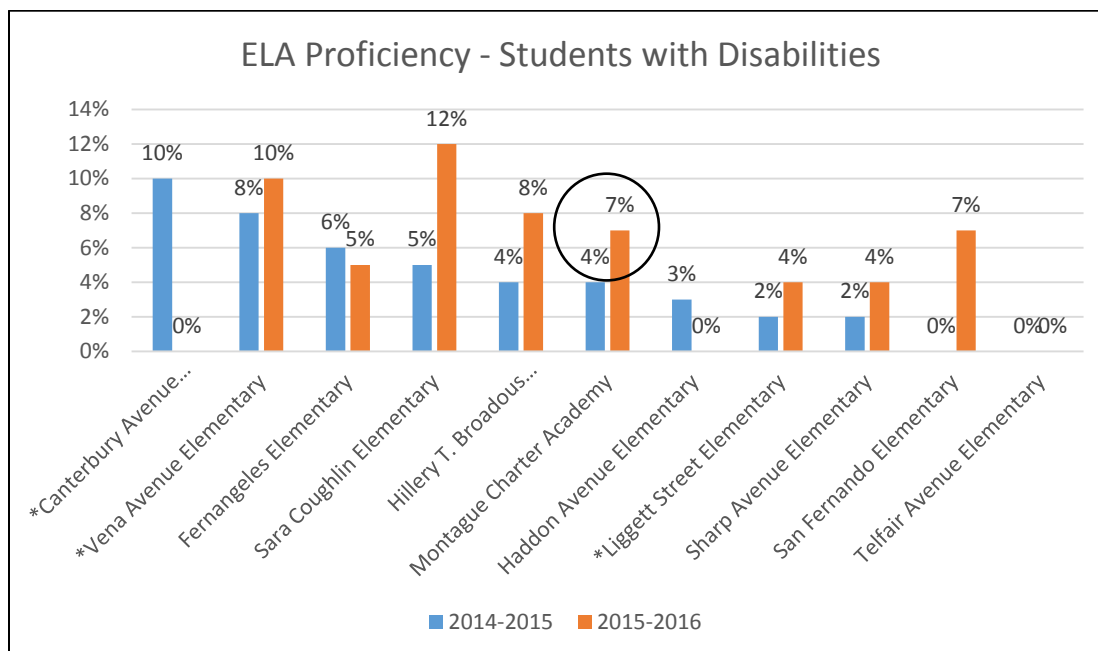


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Students with Disabilities

Students with Disabilities (“SWD”) demonstrated growth between 2015 and 2016 at or near the median comparable LAUSD resident schools. In 2015, 4% of MCA students with disabilities achieved ELA proficiency, higher than 5 resident schools. In 2016, the percentage of MCA’s population of students with disabilities achieving proficiency rose 3% to end at 7%. Despite this growth and the fact that the growth was better than a majority of comparable resident schools, MCA is not satisfied with ELA proficiency for our students with disabilities. They are a student subgroup for whom we are aggressively developing and implementing innovative instructional practices to regularly assess student achievement and provide targeted academic support.

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	4%	7%	+3%
*Vena Avenue Elementary	8%	10%	+2%
Sharp Avenue Elementary	2%	4%	+2%
Haddon Avenue Elementary	3%	0%	-3%
Fernangeles Elementary	6%	5%	-1%
Sara Coughlin Elementary	5%	12%	+7%
Telfair Avenue Elementary	0%	0%	0%
*Canterbury Avenue Elementary	10%	0%	-10%
San Fernando Elementary	0%	7%	+7%
*Liggett Street Elementary	2%	4%	+2%
Hillery T. Broadous Elementary	4%	8%	+4%
Fenton Primary Center	n/a	n/a	n/a
Resident Schools Median	4%	5%	2%



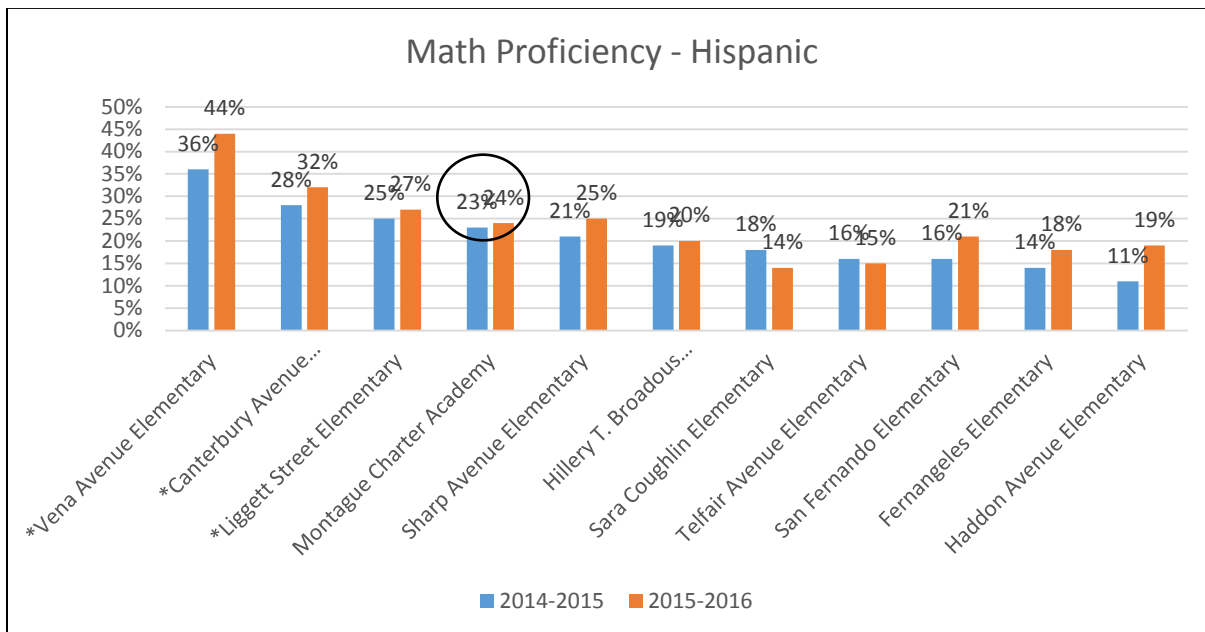
*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Comparative School Data by Subgroup – Mathematics

Hispanic Students

With regard to math achievement among our Hispanic student subgroup, MCA students performed well when compared to all comparable resident LAUSD schools. In 2015, MCA students outperformed all but 3 of the comparable schools, each of which has significant gifted populations of students. MCA outperformed ALL resident LAUSD schools which have comparable numbers of gifted students. In 2016, MCA again demonstrated growth in math proficiency among Hispanic students, rising 1% and showing a proficiency level better than all but 4 comparable resident schools.

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	23%	24%	+1%
*Vena Avenue Elementary	36%	44%	+8%
Sharp Avenue Elementary	21%	25%	+4%
Haddon Avenue Elementary	11%	19%	+8%
Fernangeles Elementary	14%	18%	+4%
Sara Coughlin Elementary	18%	14%	-4%
Telfair Avenue Elementary	16%	15%	-1%
*Canterbury Avenue Elementary	28%	32%	+4%
San Fernando Elementary	16%	21%	+5%
*Liggett Street Elementary	25%	27%	+2%
Hillery T. Broadous Elementary	19%	20%	+1%
Fenton Primary Center	n/a	n/a	n/a

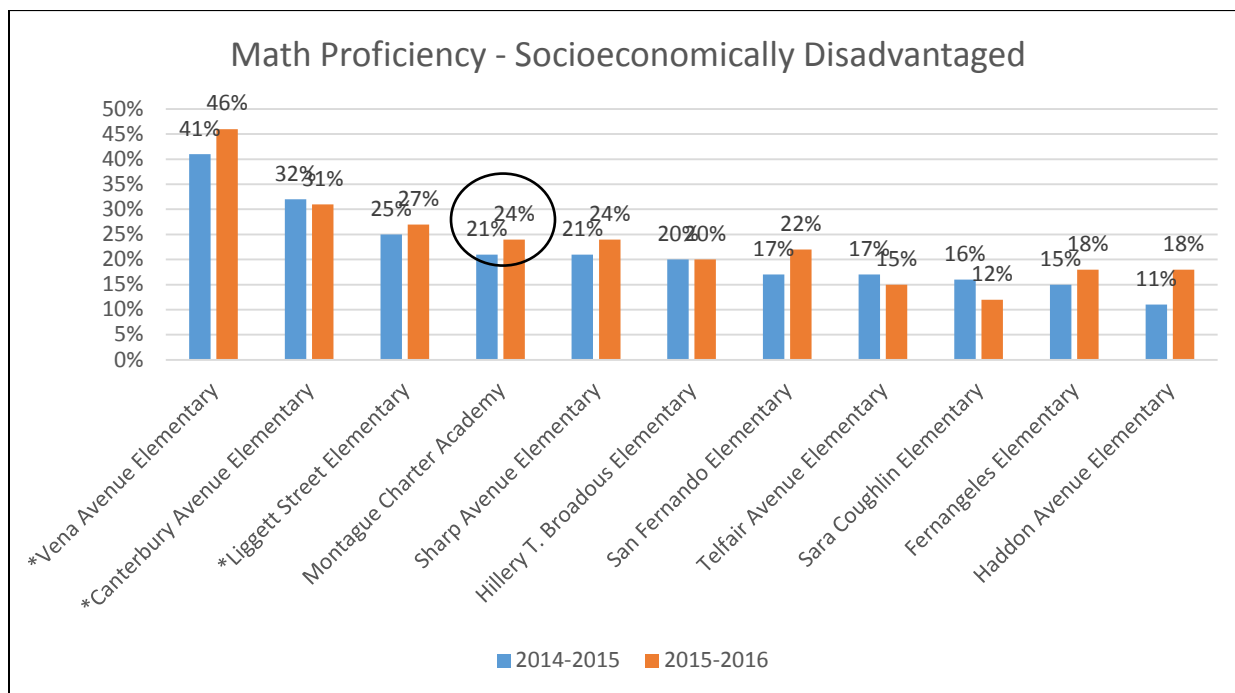


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Socioeconomically Disadvantaged Students

Montague continues to demonstrate strong performance with regard to our Socioeconomically Disadvantaged (“SED”) students. In 2015, 21% of our SED students achieved math proficiency, better than all other comparison schools with the exception of the 3 with gifted magnets/SAS programs (Vena, Canterbury and Liggett). In 2016, MCA SED students rose in proficiency by 3%, a growth rate and ending proficiency percentage equal to or better than all but 3 comparable schools.

School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	21%	24%	+3%
*Vena Avenue Elementary	41%	46%	+5%
Sharp Avenue Elementary	21%	24%	+3%
Haddon Avenue Elementary	11%	18%	+7%
Fernangeles Elementary	15%	18%	+3%
Sara Coughlin Elementary	16%	12%	-4%
Telfair Avenue Elementary	17%	15%	-2%
*Canterbury Avenue Elementary	32%	31%	-1%
San Fernando Elementary	17%	22%	+5%
*Liggett Street Elementary	25%	27%	+2%
Hillery T. Broadous Elementary	20%	20%	0%
Fenton Primary Center	n/a	n/a	

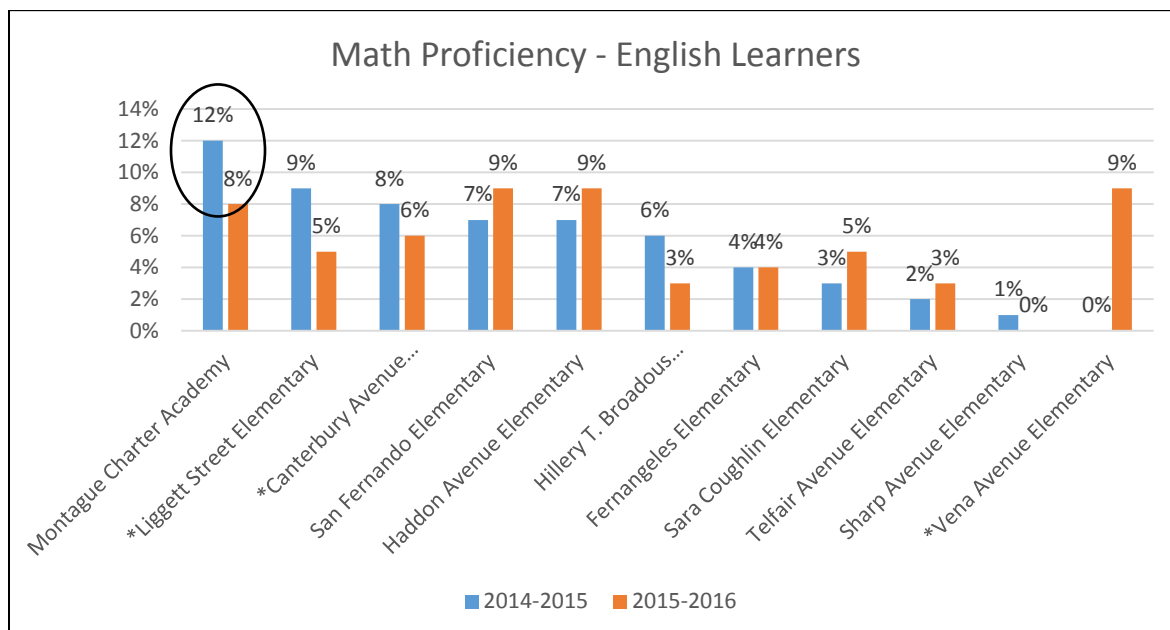


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

English Learner Students

English Learners continue to be an area of focus for academic improvement for MCA. In 2015, MCA achieved higher percentages of proficiency for English Learners than all other comparable LAUSD resident schools. Math proficiency dropped 4% among English Learners in 2016, however, more MCA English Learner students still achieved math proficiency in higher numbers than a majority of comparable LAUSD resident schools. While this achievement is impressive and telling that MCA's focus on providing rigorous academic programming on par with or better than resident schools, we still have work to do with regard to our English Learners. Focusing support and instructional methods tailored to English Learners is a strong focus of our instructional program for the next five years.

School	2014-2015	2015-2016	Growth
Montague Charter Academy	12%	8%	-4%
*Vena Avenue Elementary	0%	9%	+9%
Sharp Avenue Elementary	1%	0%	-1%
Haddon Avenue Elementary	7%	9%	+2%
Fernangeles Elementary	4%	4%	0%
Sara Coughlin Elementary	3%	5%	+2%
Telfair Avenue Elementary	2%	3%	+1%
*Canterbury Avenue Elementary	8%	6%	-2%
San Fernando Elementary	7%	9%	+2%
*Liggett Street Elementary	9%	5%	-4%
Hillery T. Broadous Elementary	6%	3%	-3%
Fenton Primary Center	n/a	n/a	n/a

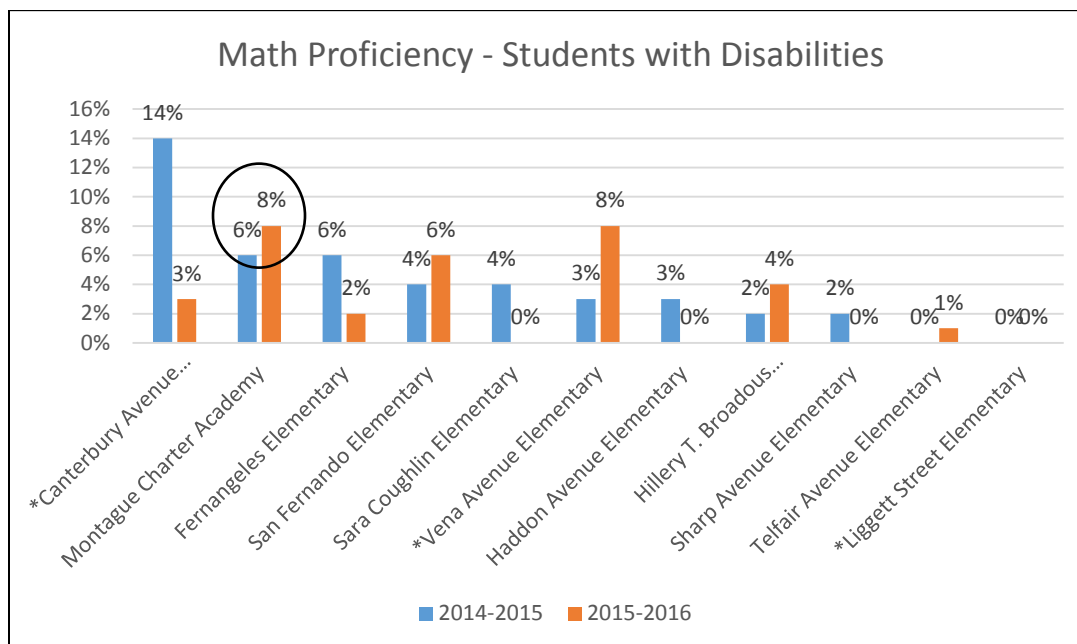


*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

Students with Disabilities

In 2015, Montague students with disabilities achieved proficiency percentages for math greater than all schools except Canterbury. In 2016, the proficiency percentage of students with disabilities rose by 2%, to 8%. While many comparable LAUSD resident schools declined in proficiency for math among students with disabilities, Montague was one of only a handful of schools that rose. MCA's students with disabilities achieved proficiency at the highest rate among any of the comparable LAUSD resident schools. While this is significant, we recognize that our proficiency rates must rise dramatically to best serve our students with disabilities. We continue to focus our instructional program toward making strong gains for this student subgroup.

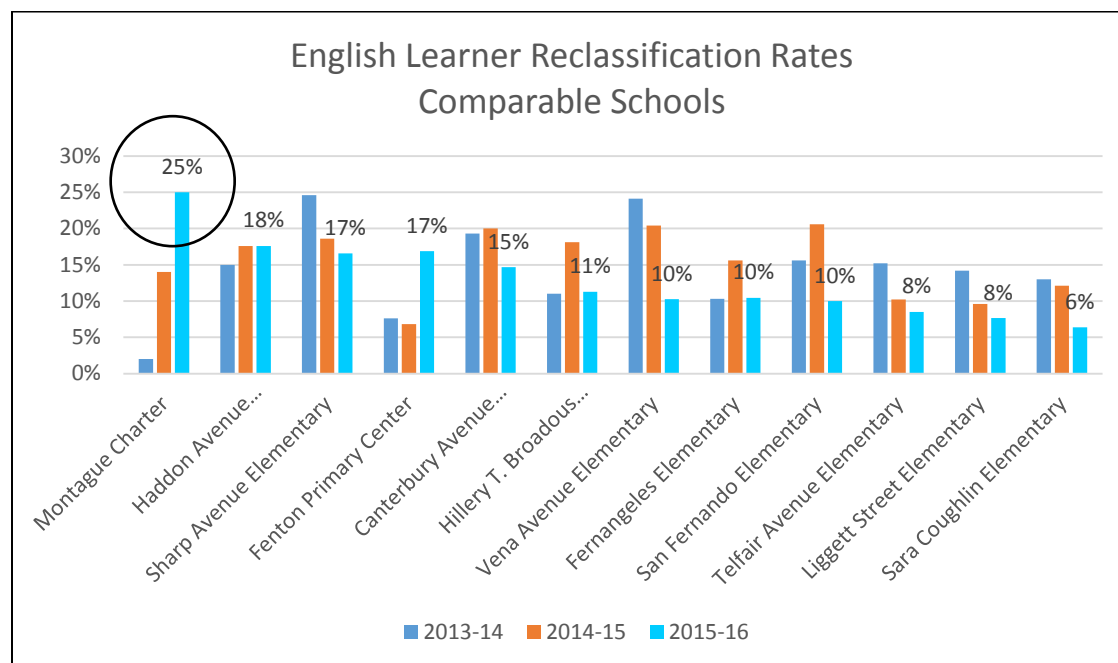
School	2014-2015	2015-2016	Growth +/-
Montague Charter Academy	6%	8%	+2%
*Vena Avenue Elementary	3%	8%	+5%
Sharp Avenue Elementary	2%	0%	-2%
Haddon Avenue Elementary	3%	0%	-3%
Fernangeles Elementary	6%	2%	-4%
Sara Coughlin Elementary	4%	0%	-4%
Telfair Avenue Elementary	0%	1%	+1%
*Canterbury Avenue Elementary	14%	3%	-11%
San Fernando Elementary	4%	6%	+2%
*Liggett Street Elementary	0%	0%	0%
Hillery T. Broadous Elementary	2%	4%	+2%
Fenton Primary Center	n/a	n/a	n/a



*Vena Avenue, Canterbury Avenue and Liggett Street Elementary schools all have large populations of Gifted/High Ability students

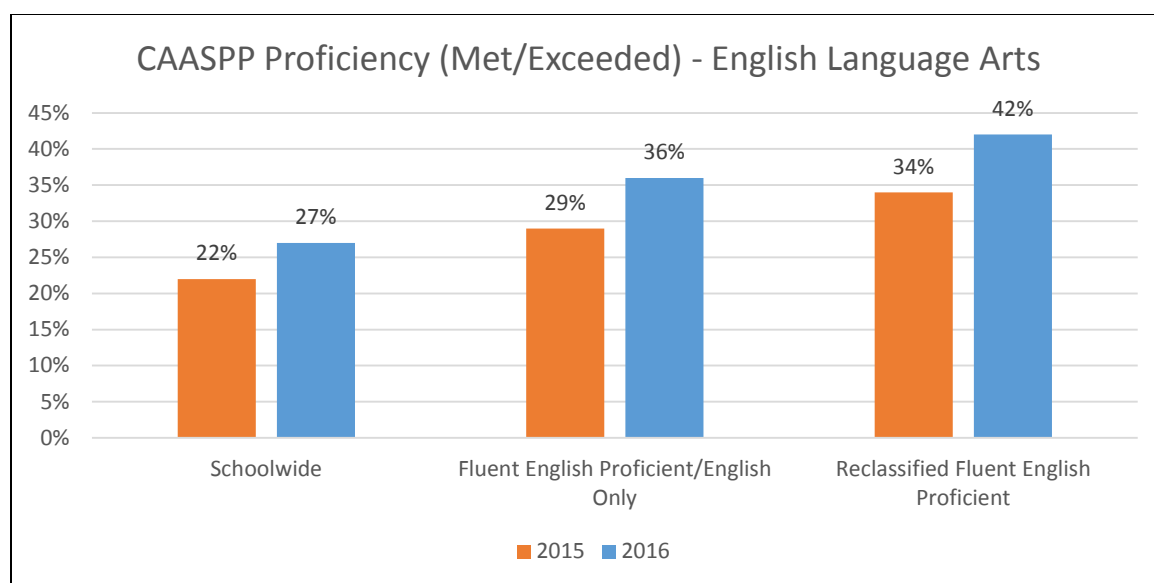
English Learner Reclassification Data – Comparable Schools

Montague has demonstrated impressive reclassification rates when compared to the comparable LAUSD resident schools. With double-digit gains in two of the last three years, MCA demonstrated the highest reclassification rates in 2015-16, outperforming all comparable LAUSD resident schools as well as LAUSD, which had a reclassification rate of 12%.

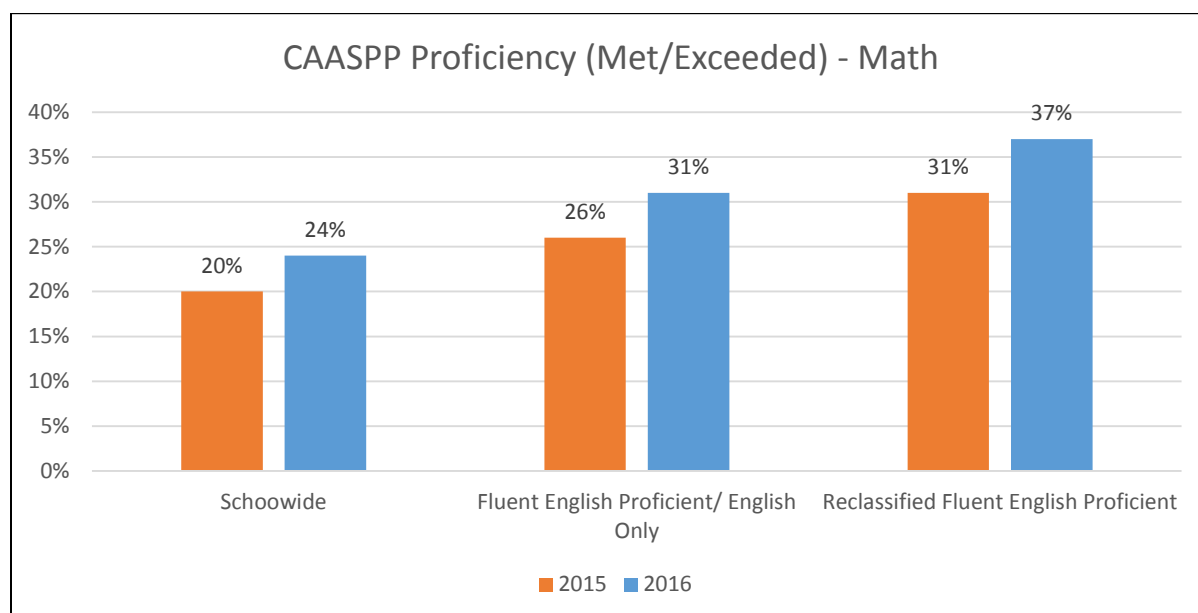


Research indicates that it can take up to six years for an English Learner student to demonstrate readiness and proficiency to reclassify. We continue to monitor our Reclassified Fluent English Proficient (“RFEP”) students’ academic progress through internal assessments and annual CAASPP proficiency in ELA and Math. We have found that our reclassified students perform as well as or better than the general population of students, thereby indicating that our high percentage of reclassified students are ready to reclassify. We attribute this success to our strong academic program as well as improved and streamlined procedures for reclassifying our English Learner students and ensuring they have access to excellent and appropriate educational programming.

The chart below illustrates how Reclassified Fluent English Proficient (“RFEP”) students demonstrated higher levels of proficiency in English Language Arts over the past two years than both the schoolwide population and English Only/Fluent English Proficient student populations.



The chart below illustrates the same trend in math, where RFEP students demonstrated higher levels of proficiency on the CAASPP assessment than both the schoolwide and English Proficient student populations. This data demonstrates that our high reclassification rates are warranted. We provide a strong academic program meeting the needs of our English Learners and equipping them to be reclassified and academically successful.



SUCCESSFUL INNOVATIONS

Montague has implemented several effective innovations that provide a rigorous and relevant learning experience for our students. These innovations further the strong academic program and close community at Montague, building on what research suggests are the two greatest factors affecting student achievement: personal relationships and positivity. (Julie Adams, 2016) We recognize that a positive, caring school environment are paramount to student success and welfare; therefore, MCA provides an educational program that conveys the importance of

students' emotional well-being and provides opportunities to engage in rigorous learning experiences with confidence. Current innovations include:

- **A full time computer lab** staffed with a credentialed teacher with expertise in technology. In the 2016-17 school year we added a credentialed technology teacher in our computer lab in order to help our students be prepared for both the CAASPP testing and 21st century learning. , We have been creating, developing, and adjusting the curriculum. Our curriculum varies by grade level and includes skills such as basic keyboarding and toolbar recognition, online safety, saving and retrieving documents, using clip art, developing SBAC skills (drop-down menus, highlighting, note-taking, etc.), and search engine research skills. The technology teacher works in conjunction with the grade level teams to coordinate with classroom curriculum pacing so research and PowerPoint projects are culminating projects for classroom curriculum and standards. The computer lab (in addition to the classroom) is also a time when students can participate in the Accelerated Reader program, which encourages them to practice their independent reading. Currently, all students in TK through 5th grade attend the computer lab on a bi-monthly basis.
- **A science lab available to all students schoolwide:** The science lab is one of our most unique features and a key component in creating the scientific understanding needed by our students to be successful in understanding their grade level standards and in competing in a 21st century world. Our credentialed science lab teacher has works closely with the grade level teams to pace out the NGSS curriculum for each grade so that the classroom and lab curriculum is in alignment. This allows for teachers to front-load information before students attend their lab lesson and then to take parts of the experiments/lessons back to their classroom for follow-up and further observations. The lab element of our science program provides our students with critically important, hands-on experience and background knowledge, which many of our students don't receive at home. This is especially important for our EL population who are not able to access this information as easily, solely through written material. Included in the lab lessons, the teacher has students working with graphs, charts, and many scientific and mathematical tools. Currently, 2nd and 3rd grade attend the lab on a bi-monthly basis, while 4th and 5th grade attend on a weekly basis. Kindergarten and 1st grade will attend the lab in the spring while the upper grades are completing the state testing.
- **Extended Enrichment Programs in Music** staffed by a fully credentialed teacher. Our music program is currently run by our credentialed music teacher who, in addition to having a teaching credential, also has a master's degree in music. This allows her to blend her knowledge of music with current best practices in teaching and research, to create a program that helps build our students' music knowledge along with supporting their learning across the curriculum. Some of the larger curricular areas that she has built into her program include learning such as phonological awareness development; building students ability to hear rhyming, sound segmentation, and initial/end sounds through song and rhythm (instrument based) activities. Additionally, she works on fine motor skills through instrument playing and gross motor skills through dancing, movement, and drumming. She also incorporates language skills such as alphabet sounds and word families along with

vocabulary development using the Latin based roots of the western music vocabulary to help students make the connection between English and Spanish. There is also a close connection between math and music which her curriculum highlights by looking at division of time in music and how it is connected to fractions using recorder playing, reading music, and rhythm patterns to understand this connection. All of these curricular connections combine to support our students across subject areas and grade levels. Currently, 2nd through 5th grade attend music class every other week, while TK, Kinder, and 1st attend on a weekly basis.

- **Extended Enrichment Programs in Art** : This program is staffed by a credentialed teacher, who has been teaching art at Montague for more than 20 years. Similar to our music program, our art program builds-in many cross-curricular supports for our students. This begins with a focus on vocabulary and language development. The teacher builds art vocabulary throughout the year and from grade level to grade level, asking the students to apply and connect the vocabulary to their own real world interactions with art. Additionally, she uses works of art to help students work on their comprehension skills and their ability to use picture cues to create meaning and understanding, while connecting some of this art work to grade level social studies themes. She underscores the students' understanding of biographies by presenting short biographical information about the artists being studied. In the area of math, the teacher incorporates many elements including geometry, patterns, transformations and symmetry, and the use of math tools such as rulers and compasses. Lastly, there is of course, a great amount of work on the development of fine motor skills. Currently, all students in TK through 5th grade attend art on a bi-monthly basis.
- **Extended Enrichment programs in Physical Education** which supports the regular school day curriculum and innovative learning in partnership with grade-level teachers. MCA is committed to ensuring that all of MCA's students become mentally, socially, and physically healthy students. All of MCA's students participate in the **Physical Education Extended Program** to ensure compliance with the California education law requiring 100 minutes of structured physical education instruction each week. Each grade level participates weekly in 60 minutes of structured physical activities led by MCA's Physical Education Instructor. Instruction is based on the three standards set forth in the California Education Framework:

Goal 1: Movement Skills and Movement Knowledge (Exercise)

Goal 2: Self-Image and Personal Development

Goal 3: Social Development

Student progress in the physical education extended program is assessed through multiple measures: skill checklists, teacher observation, and the annual state Physical Fitness Assessment.

- **A Fully Staffed Parent Center with Extended Hours** serves as the communication and volunteer hub for our parents and families. The Parent Center supports and engages our

families and provides them with services and classes that respond to their parenting and social needs. This response to their real needs is critical to fostering our close-knit community founded on mutual trust and connectedness.

- **A Learning Center** staffed full time with a credentialed teacher and assistants provides support and assistance to students needing intervention through RTI methods. Students achieving at levels far below grade level, , receive support through this Tier 2 intervention program.
- **A Positive Behavior Plan and Anti-bullying campaign, *Stop It!***, addresses behavioral and social emotional needs of our students. This proactive, progressive approach empowers students with the skills, tools, and training to make better choices for themselves, support their peers to make positive healthy choices for the betterment of the school community, and to avoid negative disciplinary consequences. This program is yet another response to student need based on research that emphasizes the power of personal relationships to effect positive changes with student achievement. MCA was recently recognized by LAUSD for our remarkable efforts to improve our discipline policies and implementation.
- **Eureka Math: A Language-Based Math curriculum** is a research-based math curriculum aligned to California Standards and connects mathematical concepts to real-world learning and application. Students gain a deep understanding of numeracy and math concepts. MCA adopted this curriculum as a response to student achievement data in an effort to help bridge the math learning gap for our English Learners and strengthen math achievement schoolwide.
- **A Commitment to Maintaining Small Class Sizes and support personnel for students** facilitates the development of personal relationships and empowers teachers to respond appropriately to students' needs in every classroom at every grade level. Teachers support student learning by leading whole class or small group activities employing differentiated instructional strategies. Teachers and students are well-supported in our educational program and mutual trust and engagement increase.
- **Renaissance Accelerated Reader Program for English Language Arts and English Language Development** ensures our students gain close reading and comprehension skills. Students read independently at their independent reading level for daily reading practice and complete comprehension quizzes in order to show their knowledge of the book. Kindergarten through 1st grade students can work towards independent reading, beginning first by being read to, or reading with an adult and then taking the corresponding quiz. Students work toward different levels of certifications.

With this curriculum and the partner ELA assessment tools, teachers assess students' ELA proficiency early and often at the beginning of the school year and throughout the school year to target instruction and intervention as needed. The partner Early Literacy branch of Renaissance enables us to identify and address students' ELA capacity for our Transitional Kindergarten and Kindergarten levels. This tool also allows for teachers to strategically group their students according to areas of need.

- **A Proactive Intervention Program, *Study Groups MCA*** is a school-wide approach to Tier 2 intervention. In this authentic, teacher-based intervention process and program, teachers identify struggling students achieving as non-proficient on the CAASPP in English and/or Math skills. Students meet regularly in small groups with rotating grade level teachers who support students' mastery of content through differentiated instructional methods including but not limited to: acceleration, front-loading and remediation as necessary.
- **A Fully Staffed Library** accessible to students and families before and after school and throughout the school day. Students can access literacy materials, computers and other curriculum to support mastery of California Standards. All grade level classes come to the library on a regular basis. Library lessons alternate with library check out time and IPAD educational applications. Our Library has an IPAD cart that is available to students with many educational applications across the curriculum. The library lessons are built around a combination of the grade level California English Language Arts Standards and the California School Library Association Information Literacy Skills Continuum. The students work on both learning how to access the library materials and resources (including library classification systems) and building a better understanding of reference materials and types of literature. They also learn how to navigate on an IPAD to find research materials and use the educational applications as a learning tool. In addition, we strive to build a love of books and learning in all of Montague's students.
- **Invested students, faculty and parents** who engage in multiple clubs and extra-curricular activities including: cheerleading, sports, chorus/choir, Science Teams for LA's Best and Youth Policy Institute, and Lego student-run clubs, among others. Our students and their families engage in our educational program because MCA fosters a positive atmosphere of trust, mutual respect and value for personal relationships.

SUCCESSFULLY MEETING THE NEEDS OF OUR STUDENTS

Montague teaching faculty meet regularly in grade-level teams to develop strategies that directly and positively impact our students. They develop strong rapport with students and families in our school community because they recognize that relational and background knowledge and context are essential to supporting individualized student learning. We use Teacher and Teaching Assistant observations, parent input, internal data assessments for English Language Arts and Math to identify students needing support. We examine data for our numerically significant subgroups (Hispanic, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students) and target interventions and enrichment programs to fit their needs. For example, recent data indicates that our English Learners have a demonstrated need for additional academic support. In response to this data, we have revised our intervention program to provide targeted instruction and support for our English Learners who have that demonstrated need.. We will continue to provide data-driven, targeted, relevant, and appropriate instruction that will improve the academic achievement of our students.

With much smaller class sizes than comparable schools (approximately 20:1 in grades TK-1, 24:1 in grades 2-3, and 28:1 in grades 4 and 5) our Teachers and Teaching Assistants are able to

address many learning needs in the classroom via small group and individualized instruction via Tier 1 Response to Intervention methods.

To address the needs of our struggling students performing below proficiency, we are using Tier 2 RTI methods to intensify the support we provide to our students. We have formulated an extensive array of services and support programs. We have a dedicated Learning Center which provides additional support to students during the school day in a small group setting. We want to minimize the amount of time students are pulled out for intervention because we recognize the need for them to access the regular classroom curriculum to keep pace with their peers. We have created opportunities for students to attend enrichment and support programs before and after school as well as during lunch,

RISING TO THE CHALLENGE

Students in our community are facing generational socioeconomic and political challenges including: living in impoverished areas, single-parent families, families facing immigration challenges, and incarceration, among other things. While MCA may be limited in capacity to address these socioeconomic or political challenges outside the school campus or school day, we strive to create a safe and positive learning environment for our students built on mutual trust. We leverage the trust we have with our students and their families to support them despite large scale challenges they face outside of our school. This mutual trust is built on the knowledge that MCA protects and provides a strong educational program for students. We provide before and after school programs and enrichment which gives students a safe haven for a majority of the day. Additionally, we are expanding our parent network and raising community capital to bolster support of our students within the community and surrounding areas. We have great community interest and investment which provides an additional layer of support and access to resources for our students.

This school year (2016-17) we have modified our discipline policy to inspire and encourage the students of MCA toward positive behaviors, taking responsibility and rising to the challenge of demonstrating excellent civic behavior. With our new Anti-bullying campaign, “Stop It!”, and a focus on health, inclusive of a healthier school cafeteria menu choices and integrating mental health and wellness through positive “Healthy Conversations” with our school leadership, our students see direct models of positive behavior and choices. These models give students the ownership to make strong and positive lifelong choices to rise above life circumstances that they may not be able to change. Our discipline data shows a direct correlation between the MCA community building efforts and the decline in student suspensions. MCA was recently recognized by LAUSD for these remarkable gains.

Montague utilizes best practices of non-profit organizations, including guiding school policy and action to follow Standards for Institute Excellence and California Professional Standards for School Leaders from the California Commission on Teacher Credentialing. Annually, we conduct a self-review of our management, operations, and governance practices to ensure alignment with these standards. Where discrepancies exist, we develop strategies to move toward alignment. We are also putting forth great effort to increase and ensure an atmosphere of high faculty and staff morale, purpose, and integrity entrusting the work we do to the professional community we share. We regularly involve and engage staff at all levels to give input and voice praise or concerns for current practice. We provide opportunities for anonymous surveys to regularly garner feedback from our stakeholders and address challenges or concerns immediately

when they arise. Additionally, we look outside to models of excellence at neighboring schools and partner agencies to receive feedback and observations that can inform and improve our practice.

STUDENT POPULATION TO BE SERVED

MCA serves students in grades TK- 5. We continue to serve first those students in our traditional attendance area. This population has been traditionally 96% Latino, 1% African-American, 1% Asian/Pacific Islander, and 1% White; therefore we are a predominantly minority population lacking access to diverse cultural experiences in their local community. Factors which are often used to identify “at risk” populations continue to describe our targeted population. 42% of our students are English Language Learners and 25% are Reclassified Fluent English Proficient (with Spanish as the home language). In addition, 100% are Economically Disadvantaged, 9% are identified as having special needs, and 5% are identified Gifted and Talented.

STUDENT ENROLLMENT

A marginal decline in student enrollment over the past few years enabled us to transition our school year from a multi-track, year round calendar to a single track traditional calendar. This changes adds 17 days of instruction to our school year and stabilizes our student enrollment. TK and K are capped at 168 students (two classes of 40 total students in TK), and grades 1-5 are capped at 168. With this change, our class sizes remain small and we continue to offer an excellent educational program.

Enrollment Roll-Out Plan					
Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K (incl. TK)	<i>140</i> <i>(40 in TK)</i>	<i>140</i> <i>(40 in TK)</i>	<i>140</i> <i>(40 in TK)</i>	<i>140</i> <i>(40 in TK)</i>	<i>140</i> <i>(40 in TK)</i>
1	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>
2	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>
3	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>
4	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>
5	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>	<i>154</i>
Total	910	910	910	910	910

MISSION AND VISION

Vision Statement:

Montague Charter Academy (MCA) for the Arts and Sciences will provide a safe and supportive environment that fosters creativity, perseverance, and a passion for learning. Our students will strive for personal excellence by developing a strong character that demonstrates understanding, empathy and respect for all members of our community.

Mission Statement:

Through effective collaboration, accountability, and communication among all stakeholders, MCA will develop lifelong learners as a result of our emphasis on California State Standards with the integration of the Arts and Sciences. By using best practices in our standards-based instruction, students will be prepared for the challenges of the 21st century and contribute to the successes of the local and global communities. Strong parent-school partnerships enhance the academic, social, emotional, and physical development of our students.

AN “EDUCATED PERSON” IN THE 21ST CENTURY

We believe that an educated person of the 21st century is one who participates constructively in society and is self-directed. He/she is a life-long learner who is able to adapt to the challenges of the 21st century.

We believe that an educated person of the 21st century:

- Demonstrates knowledge of science and technology (computer literacy), the arts, culture, literature, history and social science, health, mathematics, physical education, and careers
- Demonstrates skill in collaboration and innovation with designated tasks
- Demonstrates skill in reading, writing, speaking, listening, English proficiency, quantitative reasoning, logic and problem-solving, research and independent study, the scientific process, artistic expression, and kinesthetic movement
- Demonstrates the values of friendship, responsibility, respect, service, perseverance, work ethic and global awareness.

We strive to ensure our students are well-prepared for each grade, demonstrating literacy and numeracy skills at or above proficiency. In this way, students are prepared to be successful throughout their elementary education, middle school programs, and secondary and post-secondary opportunities. We recognize that closing the achievement gaps in elementary school is a crucial step in ensuring learning readiness for students in the upper grades. To that end, we recognize the need to begin addressing gaps in learning acquisition our youngest students have and have developed and implemented a program for Transitional Kindergarten to begin school readiness for Kindergarteners with a focus on Early Literacy Assessment and instruction.

By providing aggressive and proactive intervention for students with learning or achievement gaps, students are able to master skills and knowledge that will prepare them to be successful in the years ahead as they prepare for college and careers. Through vertical articulation with partner middle and high schools we tailor our curriculum to ensure readiness for educational programs beyond MCA.

HOW LEARNING BEST OCCURS

We believe learning best occurs in an engaging, rigorous and supportive learning environment incorporating varying modes of delivery of instruction.

We also believe that:

- Teachers are most effective through the delivery of well-planned lessons, applied classroom management techniques, and knowledge of content and standards when access to resources are available and their efforts are supported by peers, support personnel, and staff.
- A positive learning environment, positive teachers and authentic personal relationships among and between faculty and staff, students, and families are essential components to student success. Happy, well-cared-for children achieve more and reach higher goals.
- Limited English Proficient students can successfully acquire English skills and reach proficient levels of competence in all academic areas when they are supported by well-designed and well-implemented programs of instruction delivered by qualified personnel.
- On-going effective home/school communication is a key component to successful learning.
- Students acquire knowledge through hands-on involvement and should be able to demonstrate and share their acquired knowledge.
- The school environment should encourage a sense of personal responsibility that enables students to acquire greater knowledge and skills which is the foundation for self-esteem.

RESEARCH AND CURRENT LEARNING THEORIES AND HOW THEY ALIGN TO NEEDS OF TARGET STUDENT POPULATION

We believe that successful learning is based on several foundational methodologies of effective instruction:

- **Engaging a “Growth Mindset”** is an essential way to support student learning while maintaining high expectations. Students are valued as an essential part of the educational community. Building relationships and personalizing education for students is founded in the latest brain research that positive school relationships have a direct correlation with student academic achievement. Student learning is not fixed, and it can be developed within a supportive and rigorous educational program that engages students. (Carol Dweck, 2014)
- **Positive Behavioral Interventions and Supports (“PBIS”)** are a strong and successful framework of research based strategies that approach student learning and intervention from a continuum of data-proven practices. PBIS is an effective model to meet students where they are and equip them to be successful within the classroom and overall school community. (George Sugai and Brandi Simonsen, 2012)
- **Multi-Tiered Support Systems (MTSS and RTI)** is an evidenced based system of schoolwide positive behavior and learning supports that intensifies support and interventions as the student need increases. Schoolwide assessments effectively and

efficiently identify learning needs of all students, resulting in the identification of and strategic support for those students needing more intense behavioral and academic support. (Rob Horner, 2015)

- **Professional Learning Communities** are an effective way for faculty and staff to collaborate and take ownership of the learning community in order to boost student achievement. Faculty and staff working together to identify and develop their strengths have a direct impact on the learning success of the students and school community at large. (Mindy Roberts, 2010)
- **Standards-based targeted instruction** is foundational to the schoolwide educational program. California standards must be accessible to all students through both targeted instruction and pacing plans that use assessment to drive planning and instruction. *“Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.” (CDE)*
- **Spiraling the curriculum** introduces foundational skills and background knowledge in the primary grades and allows students to build on those skills in the upper grades. The overlap and overlay of content and curricular knowledge from one year to the next reinforces the acquisition of knowledge and content comprehension for students. *“First, the student revisits a topic, theme or subject several times throughout a course. Second, the complexity of the topic or theme increases with each revisit. The subjects become more difficult and the student is expected to learn more about the topic and to gain new knowledge or skills. Finally, new learning has a relationship with old learning.” Jerome Bruner*
- **Clearly defined student expectations and accountability** guide students in establishing goals and devising action plans for success. Clearly defined student expectations ensure that students, teachers, and parents understand what the student must learn; **student accountability** ensures that students are held responsible for mastery learning.
- **Differentiated instruction** incorporates student learning styles and student interests by targeting both the student’s learning strengths and weaknesses. This differentiation allows for individualized learning opportunities to address targeted needs. *“Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).”*
- **Integrated content** that emphasizes making cross-curricular connections improves comprehension. Learning is not done in isolation, therefore strong instructional practice incorporates a mixture of challenging content and a variety of tasks that encourages research, critical thinking, and open discussion to challenge all students, particularly those that are high achieving. The quality of instruction is what matters most in educating **English Language Learners**. *“Johns Hopkins researchers write that individual*

components of effective models include integration of language, literacy, and academic content instruction, and cooperative learning.” (Calderon, Slavin & Madden, 2011)

- **Realia-enriched, Interactive, and/or Multi-sensory instructional experiences** support learners of all abilities, especially English Learners. These methods incorporate pictures; living or non-living objects that one can touch, feel, smell, taste or hear; and real experiences that necessitate student engagement, exploration and/or intimate involvement with the learning process (e.g., applying the Scientific Method when conducting experiments, acquiring language, and solving real-world problems.)
- **Thematic instruction** strengthens the educational program and grade-level content to support student learning. The use of common key topics centered around a single theme is an approach that has been shown to be very effective with English Learners. Thematic, interdisciplinary units provide the structure needed to integrate language and content.
- **Cooperative Group Instruction** incorporates the use of peers to assist each other, and proves to be especially effective when supporting language development for students learning English as a second language. In this approach, students support each other with individual talents and learning strengths so that the all students may achieve academic success.
- **SDAIE or “Specially Designed Academic Instruction in English”** is an effective instructional approach for all student learners but particularly English Learners. SDAIE techniques provide comprehensible subject matter and English language acquisition in classes with limited-English-proficient students. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material (content) and in using English (language). *“SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and to make grade level academic content accessible for English Learners.” (LAUSD, Overview of Title III Plan, 2010)*

The instructional programs selected for use at MCA are research-based and have provided evidence of success with similar student populations. The pedagogy used in Eureka Math is unique, effective, and research-based. The authors of Eureka Math began developing the series by first breaking complex concepts into related increments, recognizing that smaller pieces of information are easier to learn. Well-established research has shown that this spaced, spiraling approach has produced significantly higher levels of student learning than massed presentations such as those found in programs with a chapter-based approach (Dempster & Farris, 1990).

While its adoption is new in the last two years, we expect to see great gains in math student achievement this year, particularly for our English Learners, as students are adapting language, skills and knowledge to this new program and demonstrating higher rates of proficiency on internal assessments.

All of our instructional programs and practices are data driven and focused on improving proficiency on California Standards. With regular review of data through internal data assessment and formal standardized data assessments, our programs are adapted and differentiated to respond to the academic needs of our students. School site internal data review

occurs regularly and includes classroom based assessments Accelerated Reader Program, reading and ELA , and Eureka math) and computerized assessments. (Renaissance STAR and Renaissance Early Literacy Assessment)

LCFF STATE PRIORITIES

GOAL #1 - Instruction & Learning: Academic Proficiency for All Students

MCA will ensure that all instruction and curriculum in TK-5 is aligned to California State Standards through full implementation allowing attainment of grade level expectations school wide.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" 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:

- ☐:
☐

Specific Annual Actions to Achieve Goal

1. All students will take formative assessments in ELA, Math, and Science. MCA will ensure targeted instruction and intervention to the needs of all students. Those students with specific needs, such as Special Education, English Learner services or student health access, counseling, and related services, will receive services using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school or reenter school. These services include Special Education, Student Health and Human Services, and English Learner Services.
2. We will continue to develop a systematic assessment program, including common universal screeners, interim assessments, and diagnostic assessments. Academic assessments enable MCA's teachers to monitor student attainment of the Common Core State Standards (including foundational literacy skills) for all students, English Language Development for English Learners and access to core for reclassification English proficient students. Assessment results are utilized to modify instructional practice during the school year to meet the needs of all students, including students who are struggling (intervention) and students in need of enrichment (advanced learning).
3. Provide Professional Development (PD) for certificated and classified staff and coaching for certificated staff to support student learning. Professional development of instructional staff will be conducted reflecting the priorities and topics, which support the implementation of Common Core State Standards, English Language Development (ELD) standards, and the state's priorities as identified by the State Board of Education and California Department of Education.

4. Provide targeted Response to Intervention Tier 1 – 3 programs aligned to CCSS and NGSS to support student learning. The methods, practices, and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization, and pacing all impact a student’s ability to understand and learn. MCA will leverage new models, technology, and resources for the greatest impact and learning gains by all of our students.

5. Develop and expand teacher and student use of technology. Provide support to enhance and utilize available technology and professional development to teachers on utilizing tools to enhance instruction.

Expected Annual Measurable Outcomes

Outcome #1: Raise proficiency rates (% of students meeting or exceeding standards) in ELA

Metric/Method for Measuring: CAASPP Standardized Achievement Exams

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	27%	28%	28%	30%	31%	32%
English Learners/ RFEP	6%	10%	12%	14%	16%	18%
Socioecon. Disadv./Low Income Students	27%	28%	29%	30%	31%	32%
Students with Disabilities	7%	10%	12%	14%	16%	18%
Latino Students	27%	28%	29%	30%	31%	32%

Outcome #2: Raise proficiency rates (% of students meeting or exceeding standards) in math

Metric/Method for Measuring: Smarter Balance Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	24%	25%	26%	27%	28%	29%
English Learners/ RFEP	8%	10%	12%	14%	16%	18%
Socioecon. Disadv./Low Income Students	24%	25%	26%	27%	28%	29%
Students with Disabilities	8%	10%	12%	14%	16%	18%
Latino Students	24%	25%	26%	27%	28%	29%

Outcome #3: Raise percentage of Kindergarten students demonstrating proficiency in early literacy**Metric/Method for Measuring:** Early literacy assessments

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide) in Kindergarten	34%	35%	36%	37%	38%	39%
English Learners	34%	35%	36%	37%	38%	39%
Socioecon. Disadv./Low Income Students	34%	35%	36%	37%	38%	39%
Students with Disabilities	34%	35%	36%	37%	38%	39%
Latino Students	34%	35%	36%	37%	38%	39%

LCFF STATE PRIORITIES**GOAL #2 - Facilities, Materials, & Highly Qualified Teachers: Conditions of Learning Provided and Maintained**

MCA will ensure that the metrics of the Williams Decision that apply to a charter school such as ours are met, including:

1. Clean/Safe School
2. Technology Updated as Planned
3. Highly Qualified Teachers
4. Adequate Instructional Materials

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" 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 | |

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal**1. Maintain a clean and safe school:**

- A) Inspect the school site annually and report identified needs accordingly to LAUSD (our sponsoring district has oversight over our facilities). Based on this inspection complete MCA's comprehensive needs assessment report;
- B) Maintain appropriate staffing levels for maintenance, building and grounds, aligned to growth of facilities, enrollment, and usage;
- C) Maintain site and classroom emergency supplies.
- D) Review the Facilities Audit Report and Facilities Master Plan annually and identify available resources to be used to address priorities.

2. Address technology needs:

- A) Survey classrooms and extended programs and then prioritize needed improvements to meet the outcomes outlined in MCA's technology plan.
- B) Annually evaluate internet bandwidth needs, upgrading as necessary.
- C) Develop a financial plan to address priority needs.

3. Ensure Highly Qualified Teachers:

- A) Ensure teachers and long-term substitute teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.
- B) Recruit and retain highly qualified certificated staff reflective of the needs of the students whom MCA serves.
- C) Offer opportunities for certificated staff to increase their knowledge and skills in the extended program focus areas of performing arts, visual arts, science, technology, and intervention.

4. Ensure Adequate Materials for Students:

- A) Conduct a yearly audit to ensure that every student has sufficient access to standards-aligned instructional materials and the equipment they need to fully implement the standards.

Expected Annual Measurable Outcomes

Outcome #1: Annual facilities inspection meets all safety requirements; school receives rating of "good" or better on annual facilities inspection

Metric/Method for Measuring: Annual facilities review

ANNUAL OUTCOMES	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Schoolwide	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review

Outcome #2: All teachers (100%) are highly qualified and appropriately credentialed for the students they are assigned to teach.

Metric/Method for Measuring: Annual credential review

ANNUAL OUTCOMES	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Schoolwide	100%	100%	100%	100%	100%	100%

Outcome #3: All students have access to advanced technology commensurate with full access to curriculum including internet and computing skills; students have access to hardware and software that equips them to meet technology learning standards.

Metric/Method for Measuring: Annual technology survey and review of equipment needs.

ANNUAL OUTCOMES	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Schoolwide	100%	100%	100%	100%	100%	100%

Outcome #4: All students (100%) have access to sufficient instructional materials and curriculum to fully implement the standards. EL students have full access to ELD materials to ensure full participation in standards-based curriculum and instructional program. Students with IEPs have full access to learning materials to participate in standards-based curriculum and instructional program as set forth in the IEP.

Metric/Method for Measuring: Yearly audit of instructional materials, review of ELD resources and IEP parameters for designated students.

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners/ RFEP	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #3 - Parent Empowerment: Improved Parent Involvement Opportunities

Empower ALL parents (including those speaking a primary language other than English) to be actively involved in their students' education and MCA's decision-making processes to promote a quality family/school relationship.	Related State Priorities:
Identified Metrics:	<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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
1. Parent participation in MCA educational and support programs	Local Priorities:
2. MCA communication with stakeholders	<input type="checkbox"/> :
3. Providing opportunities for community members and staff to collaborate	<input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

1. Implement a family involvement/support/empowerment program within MCA (e.g. Youth Policy Institute Family Literacy Program)
2. Maintain and improve the many formats MCA uses to communicate with stakeholders.
3. Continue to provide a variety of collaborative opportunities for students, staff, and stakeholders.

Expected Annual Measurable Outcomes

Outcome #1: A minimum of 100 families (10% of enrollment) participate in family support programs

Metric/Method for Measuring: Enrollment/registration in family support programs

ANNUAL OUTCOMES	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Schoolwide	8%	10%	12%	14%	16%	18%

Outcome #2: Increase and improve formats for parent-school communication; improvement of parent center programs and establishment of PTA

Metric/Method for Measuring: Annual review of parent involvement through parent-school communication including bilingual translation, parent surveys, volunteering and PTA membership

ANNUAL OUTCOMES	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	8%	10%	12%	14%	16%	18%

Outcome #3: Increased parent engagement and attendance at Parent Nights, Healthy Conversations with the Principal and MCA Board meetings

Metric/Method for Measuring: Attendance and sign in sheets for school events

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	8%	10%	12%	14%	16%	18%

LCFF STATE PRIORITIES

GOAL #4 - Student Engagement: Social/Emotional/Behavioral Support with Extended Classes and Enrichment Activities for All Students

Ensure that ALL students are actively engaged and supported through a safe, healthy, and rigorous learning environment.

Identified Metrics:

1. Students will attend MCA with a rate of 96% or better.
2. MCA's suspension rate will be less than 1% for all students.
3. Maintain MCA's educationally related counseling services.
4. Monitor student participation in MCA's Positive Behavior Plan and analyze any inequities.
5. Maintain MCA's extended programs and before and after school activities
6. Increase the number of students passing the Fifth grade PE Fitness test

Related State Priorities:

- ☐ 1 ☐ 4 ☒ 7
☒ 2 ☒ 5 ☒ 8
☐ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

1. Provide Professional Development (PD) for certificated and classified staff in the area of student engagement such as positive behavior strategies and cultural awareness. Promote social justice programs while developing new approaches to discipline and curriculum.
2. Targeted to the needs of all students and those students with specific needs such as Special Education, English Learner services or accessing student health, counseling, and related services, using a multi-tiered system of supports. These intervention and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure students remain in school or reenter school. These services include Special Education, Student Health and Human Services, and English Learner Services.
3. Address the physical health needs of students.

Expected Annual Measurable Outcomes

Outcome #1: Reduce and maintain low percentage of disciplinary events and student suspensions

Metric/Method for Measuring: Student Suspension Rates

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2%	<2%	<2%	<2%	<2%	<2%
English Learners	2%	<2%	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	2%	<2%	<2%	<2%	<2%	<2%
Students with Disabilities	2%	<2%	<2%	<2%	<2%	<2%
Latino Students	2%	<2%	<2%	<2%	<2%	<2%

Outcome #2: Establish a 1:1 student intervention and data monitoring system for all students at risk for behavioral intervention

Metric/Method for Measuring: Student suspension data, internal behavioral monitoring data, and subgroup proficiency data

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
English Learners	N/A	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
Latino Students	N/A	100%	100%	100%	100%	100%

Outcome #3: Increase student engagement in programs to support mental, emotional and physical health

Metric/Method for Measuring: Attendance and participation data for healthy kids programs;

APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	+ 5%	+ 10%	+15%	+ 20%	+ 25%
English Learners	N/A	+ 5%	+ 10%	+15%	+ 20%	+ 25%
Socioecon. Disadv./Low Income Students	N/A	+ 5%	+ 10%	+15%	+ 20%	+ 25%
Students with Disabilities	N/A	+ 5%	+ 10%	+15%	+ 20%	+ 25%
Latino Students	N/A	+ 5%	+ 10%	+15%	+ 20%	+ 25%

SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS.

We believe that a high-interest, content-based curriculum motivates students to be competent life-long learners as they acquire the skills to make connections to new learning. Students build competency through hands-on, experience-based learning activities such as partner and group based projects, accountable talk and discussions. Life-long learners need to develop intra-personal skills through peer-to-peer interactions such as: discussion of intrinsic values, problem-solving, and role-playing.

Learners also need to develop inter-personal skills through self-reflection, self-awareness, and understanding commonalities with others. Students learn the important skill of life-long goal setting by establishing daily focus goals and developing and responding to essential questions for each subject. Students review assessment results and set goals to build personal responsibility

for their learning. They participate in their own progress reporting in student-led conversations with their teacher and parent. Student competency is assessed in a variety of ways at MCA, starting in the classroom when students meet academic benchmarks through individual and group project assignments, through collaborative assignments and project-based learning. Student competency is also recognized schoolwide through classroom awards, Student of the Month, and Honor Roll.

MCA's instructional focus is to help students connect their learning to the skills they will need to continue to be successful once they leave MCA. Students receive instruction that requires them to develop essential learning skills such as critical thinking, problem-solving, working cooperatively, etc. Instruction builds upon the students' prior knowledge through meaningful and comprehensible experiences that are relevant to students' lives and future goals. Students learn to set goals and to be responsible for their current and future learning.

Culminating projects in each unit of study coupled with the integration of the Arts and Sciences at all grades and content areas provide a unique opportunity for student self-expression, which leads to greater understanding of integrated content knowledge. Study of the Arts and Sciences develops abstract thinking and creativity while enabling students to build logical thinking skills to make sense of the universe which surrounds them. English language Instruction builds confident native and non-native speakers and increased English language proficiency to be a strong foundation for future learning.

We believe that adult role models are key to student motivation. Parents are the "First Teachers" and are a crucial factor in the overall success of our students. Our school gives many opportunities for parents to be involved in the educational process beginning in kindergarten. Parent involvement at home encourages students to practice their skills to improve their competency. Parents also model social and emotional support strategies.

MCA encourages students to take an active part in their learning by giving them opportunities to research projects, conduct authentic inquiry and investigation, defend learning and arrived at conclusions, utilize the scientific method, lead group projects and engage in critical thinking and problem solving toward real world applications.

As a result of our close-knit community and strong local partnerships with neighboring schools, we maintain contact with our student alumni and track their enrollment and achievement data after they leave MCA. We also partner with area middle schools to ensure a smooth transition for our 5th grade matriculating students and ensure vertical alignment between 5th and 6th grade curriculum.

CURRICULUM AND INSTRUCTIONAL DESIGN

Montague Charter Academy for the Arts and Sciences believes that effective teaching is essential to student success. Motivation and engagement play crucial roles in learning. Therefore, our classroom instruction supports all students in their efforts to achieve at their highest potential. In teaching California Standards, teachers are integrating methodologies suggested in the Mathematical, ELA/ELD, and Science (NGSS) California Frameworks. Since literacy and

language are foundational to all learning, each set of interrelated standards is crucial to ensuring that all of our students achieve content standards.

To achieve deeper learning outcomes, Montague's instruction involves: empowering students as learners, contextualizing knowledge so it is coherent, and connecting learning to real world experiences. Keeping up to date with current research is a practice that is essential to the design of our educational program. According to "Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the 21st Century," four key conditions for deeper learning outcomes are: 1) establishing a learning culture, 2) creating shared responsibility for student learning, 3) establishing a culture of trust and professionalism, and 4) preserving time for teachers to collaborate. Through this collaboration, teachers share knowledge and best practices and remain current on curriculum trends in education policy and instructional design research.

At Montague we are using a variety of resources to teach California Standards. For Math we are using Eureka, a state approved research-based curriculum with instructional materials that are appropriate for the diverse linguistic and cognitive learning needs of our student population. Our ELA/ELD program is supported through Harcourt Excursions, teacher created standards-based resources, and Carousel, an English Language Development ("ELD") curriculum. For NGSS instruction, we are using Discovering Science through Inquiry, teacher created materials, and Harcourt California Standards in fourth and fifth grade. We evaluate our curriculum annually and make modifications in response to student learning needs and educational program goals.

According to ELA/ELD Frameworks, there are several key themes of ELA/Literacy and ELD instruction. MCA develops units of study and benchmark assessments in line with these key themes:

- **Meaning Making** - Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.
- **Language Development** - Language is the cornerstone of literacy and learning; it is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the California Standards for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language), each have language at the core, as do the parts of the CA ELD Standards: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

- **Effective Expression** - Each strand of the California Standards for ELA/Literacy and each part of the California ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.
- **Content Knowledge** - Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text, to engage in meaningful discussions, and to present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.
- **Foundational Skills for ELA and Literacy** - Acquisition of the foundational skills of literacy includes developing a working knowledge of print concepts, phonological awareness, phonics and word recognition and fluency. Mastery of foundational literacy skills enables students to independently read and use written language to learn about the world and themselves, experience extraordinary and diverse works of literary fiction and nonfiction and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. (See the Foundational Skills paper at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf.)

As stated in the Mathematical Framework, there are several guiding principles that align with the ELA/ELD Framework which inform the development and implementation of math curriculum at MCA.

- Guiding Principle 1: Learning - Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.

- Guiding Principle 2: Teaching -An effective mathematics program is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence.
- Guiding Principle 3: Technology -Technology is an essential tool that should be used strategically in mathematics education.
- Guiding Principle 4: Equity -All students should have a high-quality mathematics program that prepares them for college and careers.
- Guiding Principle 5: Assessment-Assessment of student learning in mathematics should take many forms to inform instruction and learning. Designed to engage all members of the class in learning activities that aim to build student mastery of specific standards.

According to California Science Framework, there are several conceptual shifts with regard to the instructional practice of acquiring and utilizing knowledge of science and technology which informs the Curriculum Development and instructional practice at MCA.

- Conceptual Shift 1: K–12 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world.
- Conceptual Shift 2: The NGSS are student performance expectations – not curriculum.
- Conceptual Shift 3: The science concepts in the NGSS build coherently from K–12.
- Conceptual Shift 4: The NGSS focus on deeper understanding of content as well as application of content.
- Conceptual Shift 5: Science and engineering are integrated in the NGSS, from K–12.
- Conceptual Shift 6: The NGSS are designed to prepare students for college, career, and citizenship.
- Conceptual Shift 7: The NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned.

MCA develops its instructional program in response to current state policy and educational research trends. The following are guiding principles that inform MCA science curriculum development as a response to current policy and the California Standards:

- **Three-dimensional learning:** Effective and long-lasting science and engineering learning occurs when students engage in all the three dimensions of the *CA NGSS* to explain phenomena or design solutions to problems.
- **Coherent instruction:** Learning opportunities in science are based on a carefully designed and coherent instructional sequence with clear and focused learning goals, and appropriate connections to grade-level expectations in other disciplines.

- **Effective teaching:** Effective teaching and support for teacher learning are essential to student success in science and engineering. Coherent professional learning plans for teachers, leadership development supports and community engagement are required so that teachers have adequate resources, spaces and time to implement the *CA NGSS*.
- **Appropriate access to and use of technology:** Technology, including the use of technology to develop models and simulations for conducting scientific investigations, is an essential tool for the full implementation of the *CA NGSS* in the classroom. All teachers and students should reliably have access to technology for learning and evaluation purposes.
- **Attention to equity:** All students should have the opportunity to experience high-quality science programs that engage them in all the content and practices outlined in the *CA NGSS*.
- **Meaningful assessment:** Student learning should be assessed in multiple ways to inform instruction and to evaluate students' progress towards mastery performance.
- **Student motivation and engagement:** The vision of the *CA NGSS* and the NRC Framework highlights the importance of student motivation and engagement as critical factors in providing a rich science education linked to students' interests, experiences, and engagement.

The following chart identifies the standards-based curricular focus in each discipline by grade.

Grade Level Curriculum

Grades Subjects	TK/ K	1	2	3	4	5
English Language Arts/ English Language Development	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Retell stories w/key details</i> • <i>Ask/Answer questions with support</i> • <i>Make connections between texts</i> • <i>Sound to print connections</i> 	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Retell stories and explain central message</i> • <i>Ask/Answer questions about key details</i> • <i>Work with more than informational source</i> • <i>Phonics and word analysis skills</i> 	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Retell stories and understand central message/lesson</i> • <i>Ask/Answer 5 Ws questions using text details</i> • <i>Grade level phonics and word analysis skills leading to fluency</i> 	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Use key details to explain the lesson from a variety of fables, folktales, and myths</i> • <i>Demonstrate understanding of a text by answering questions with evidence from the text</i> • <i>Prefixes, suffixes, and multisyllabic words</i> 	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Use details to determine the theme of a text</i> • <i>Point to text evidence when explaining the text and making inferences from it</i> • <i>Use of phonics, syllabication patterns, and morphology to increase fluency with multisyllabic words</i> 	<ul style="list-style-type: none"> • <i>ELA/ELD Content Standards</i> • <i>Use text details to determine the theme of a story, drama, or poem</i> • <i>Use text details and examples to explain meaning and make inferences</i> • <i>Use all word attack skills to decode multisyllabic words fluently</i>
Math	<ul style="list-style-type: none"> • <i>Counting and Cardinality</i> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Measurement and Data</i> • <i>Geometry</i> 	<ul style="list-style-type: none"> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Measurement and Data</i> • <i>Geometry</i> 	<ul style="list-style-type: none"> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Measurement and Data</i> • <i>Geometry</i> 	<ul style="list-style-type: none"> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Number and Operations—Fractions</i> • <i>Measurement and Data</i> • <i>Geometry</i> 	<ul style="list-style-type: none"> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Number and Operations—Fractions</i> • <i>Measurement and Data</i> • <i>Geometry</i> 	<ul style="list-style-type: none"> • <i>Operations and Algebraic Thinking</i> • <i>Number and Operations in Base Ten</i> • <i>Number and Operations—Fractions</i> • <i>Measurement and Data</i> • <i>Geometry</i>

History-Social Science	<ul style="list-style-type: none"> • CCSS for Social Science • Global geography • Map and graphic text literacy 	<ul style="list-style-type: none"> • CCSS for Social Science • Geographic terms and features 	<ul style="list-style-type: none"> • CCSS for Social Science • Differentiate between past and present • Human and civil rights • Major geographic features and countries 	<ul style="list-style-type: none"> • CCSS for Social Science • Geographic and topographic features of the environment • Understand American Indian Natives culture and lifestyles 	<ul style="list-style-type: none"> • CCSS for Social Science • Longitude and latitude • Map key • Long-term project development • California history 	<ul style="list-style-type: none"> • CCSS for Social Science • Understand ways of life for American Indian natives • Understand early exploration of the Americas • Understand conflict between colonists and American Indians
Science	<ul style="list-style-type: none"> • Forces and Interactions : • Pushes and Pulls • Interdependent Relationships in Ecosystems : Animals, Plants, and Their Environment • Weather and Climate 	<ul style="list-style-type: none"> • Waves: Light and Sound • Structure, Function, and Information Processing • Space Systems: Patterns and Cycles 	<ul style="list-style-type: none"> • Structure and Properties of Matter • Interdependent Relationships in Ecosystems • Earth's Systems: Processes that Shape the Earth 	<ul style="list-style-type: none"> • Forces and Interactions • Interdependent Relationships in Ecosystems • Inheritance and Variation of Traits: Life Cycles and Traits • Weather and Climate 	<ul style="list-style-type: none"> • Energy • Waves: Waves and Information • Structure, Function, and Information Processing • Earth's Systems: Processes that Shape the Earth 	<ul style="list-style-type: none"> • Structure and Properties of Matter • Matter and Energy in Organisms and Ecosystems • Earth's Systems • Space Systems: Stars and the Solar System
Physical Education	<ul style="list-style-type: none"> • Psycho-motor skills • Hand/eye coordination 	<ul style="list-style-type: none"> • Connect body movement and physical skill • Grade level games and rules • Cooperative play 	<ul style="list-style-type: none"> • Body awareness • Motor efficiency • Multi-sensory integration with dance • Muscular strength • Locomotor skills 	<ul style="list-style-type: none"> • Motor Skills and movement patterns • Movement concepts and strategies • Develop and maintain a level of physical fitness toward health 	<ul style="list-style-type: none"> • Understand and apply rules of grade level games • Endurance and stamina • Healthy nutritional choices • Attitude and physical fitness 	<ul style="list-style-type: none"> • Demonstrate knowledge of movement • Understand elements of self-image and personal development • Awareness of social development and group interaction • Develop overall fitness
Health Education	<ul style="list-style-type: none"> • CCSS for health • Focus on health- 	<ul style="list-style-type: none"> • CCSS for health • Health-enhancing behaviors 	<ul style="list-style-type: none"> • CCSS for health • Health-enhancing behaviors 	<ul style="list-style-type: none"> • CCSS for health • Health-enhancing behaviors 	<ul style="list-style-type: none"> • CCSS for health • Health-enhancing behaviors 	<ul style="list-style-type: none"> • CCSS for health • Health-enhancing behaviors

	<i>enhancing behaviors</i> <ul style="list-style-type: none"> • Injury prevention and safety 	<i>and decision-making</i> <ul style="list-style-type: none"> • Community Health 	<ul style="list-style-type: none"> • Safety • Hygiene 	<ul style="list-style-type: none"> • Nutrition and Physical Activity • Drugs and Alcohol 	<ul style="list-style-type: none"> • Socioemotional health • Nutrition and Hygiene 	<ul style="list-style-type: none"> • Sexual Health • Drugs and Alcohol
Visual and Performing Arts	<ul style="list-style-type: none"> • CCSS for Performing and Visual Arts • Enrichment Art and Music classes • Elements of Music • Elements of Art 	<ul style="list-style-type: none"> • Rhythm and melody • Pitch, tempo • Diverse cultures through artistic expression 	<ul style="list-style-type: none"> • Vocal and instrumental music skills • Various historical and cultural themes and styles of theater • Visual elements and principles of design 	<ul style="list-style-type: none"> • Develop artistic perception • Body awareness and movement • Participate in theatrical performances 	<ul style="list-style-type: none"> • Genres of art • Learn and read musical notes • Basic music theory • Elements of visual art • Complementary colors as it relates to mood • Proportion 	<ul style="list-style-type: none"> • Develop vocal and instrumental skills • Develop artistic skills in various visual arts media • Develop skills in acting through exploration of elements of theater • Increased risk taking

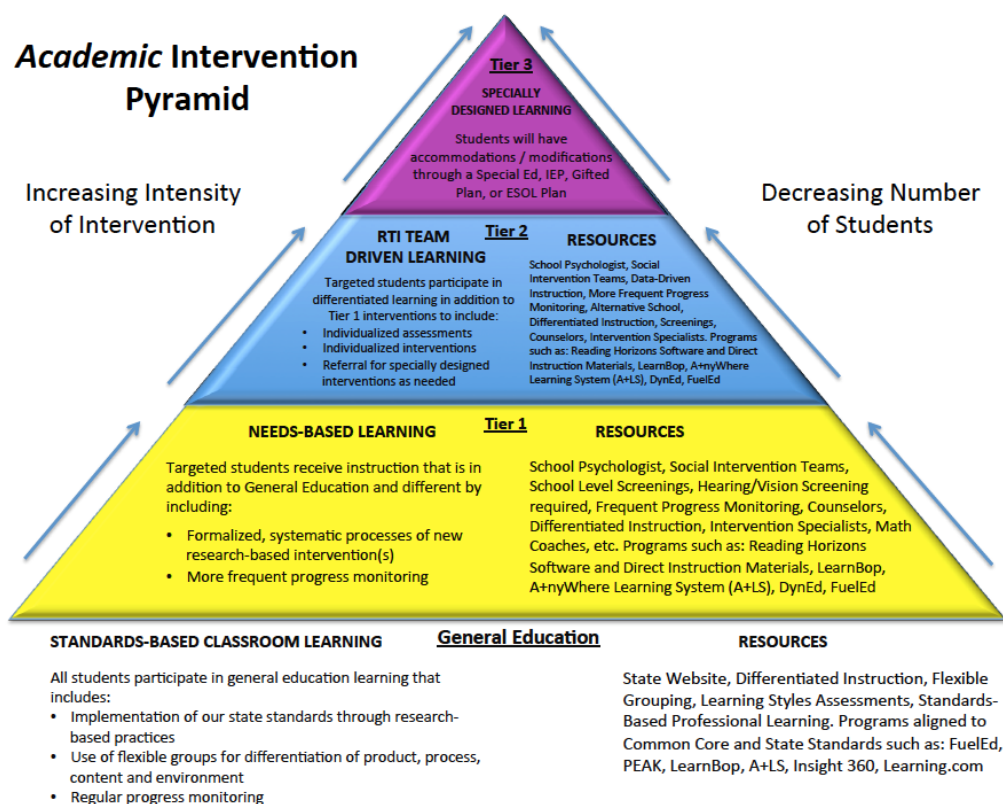
INTERVENTION

Intervention programs at MCA are developed in a collaborative and research-based approach that responds to schoolwide and subgroup student achievement data and authentic teacher observation. Together, the school leadership team inclusive of administrators, curriculum coordinators, teaching faculty and support staff, identify student learning needs and develop strategies to meet those needs. Faculty work together to provide a variety of intervention approaches and models in a Multi-Tiered Support System (3 Tiered Response to Intervention methods) and evaluate the program effectiveness frequently throughout the school year. Programmatic features are modified as needed and in response to student needs.

The following graphic explains the 3 – Tiered model of interventions for students achieving at all levels. Tier 1 interventions occur in the classroom through differentiated instruction for all learners and as an instructional method to prevent gaps in student achievement.

Tier 2 interventions are an intensified approach to rapidly respond to any individual students demonstrating learning or achievement gaps. These interventions begin in the classroom but are intensified outside of the classroom in structured programs. We have created the Learning Center, Study Groups, and additional programs at MCA as a multi-pronged approach to Tier 2 interventions.

Tier 3 is an aggressive and intensive intervention approach to address students achieving far below grade level. At Tier 3, additional assessment information is gathered through a Student Study Team (“SST”) and evaluation by the School Psychologist or other support personnel to identify learning or other disabilities preventing a student from progressing in their learning.



INTERVENTION PROGRAMS

MCA continues to develop a whole child academic intervention model which allows providers to teach, assess, and monitor individual students and adjust instructional method accordingly. In this way, the instructional focus becomes individualized based on the needs of the student and increases the personalization of the educational program. According to Education Weekly (2013), building relationships leads to improved student academic achievement.

Personalized instruction involves:

- Trust
- Small Group Instruction
- Foundational Improvement
- Invitation and Graduation
- Whole Child Instruction
- Parent/family connection

Parent participation and support are of paramount importance to the success of the program. Parents receive documentation regarding the intervention program and work in tandem with the teaching faculty to support a focus on meeting students' academic needs. With home and school support, students benefit from emotional growth and improvement, and concrete learning and academic successes. Relationships and rapport between home and school build a framework of success for students.

All intervention programs are reviewed on a yearly basis for student need and effectiveness.

Below are an example of the programs MCA is currently offering or has offered to support students.

Teaching Assistants

Our instructional support employees include the paraprofessional staff who work directly with students in classrooms and supervise students during recess and lunch. These paraprofessionals are all college students or graduates and serve as role models encouraging our students to set academic goals that include a college education. In the classroom they assist the teacher with small group instruction, independent student learning needs, and Tier 1 interventions.

The Library Program

The Wonder of Reading Library is open for the community and parents before and after school as a place where they can work with children sharing and exploring stories ranging from beautiful picture books to current chapter book favorites. The library is proud to offer a variety of Newberry and Caldecott Award winning books to our voracious young readers. Classroom teachers provide standards based lessons supported by the library technician, who is bilingual. The technician also helps students with reports and research. Small groups of students have access to several computers in the library to take Accelerated Reader quizzes in addition to those available in the computer lab. The library also serves as a Theater Center for rehearsals and Readers' Theater presentations. Students can also access 21st century skills with the use of MCA technology.

Accelerated Reader

Accelerated Reader is a research-based tool used by classroom teachers to manage differentiated reading practice for students and to monitor their individual achievement. Students choose books from classroom libraries based on their appropriate reading levels (Zone of Proximal Development) and read them at their own pace. After conferencing with their peers or the teacher, students take a computer generated quiz which assesses comprehension. Students earn points for the books they read and set monthly goals. Achievement certificates are given to students who achieve set point levels. Classes with the most participation and the highest average on assessments are recognized at the Student of the Month assemblies. Individual students who achieve certification levels are also honored monthly. Program assessment data details student progress. Individualized reports detail the level of the books a student has read, the percent correct of the quizzed comprehension questions, the amount of time the student has spent reading between assessments, and the student's progress towards meeting her/his personal goals.

“Ready, Set, Go”

“Ready, Set, Go” is a Response to Intervention Tier 2 before school (6:15 AM to 7:45 AM) academic and enrichment program that serves approximately fifty students each year. The program ensures that children are ready for the school day by engaging them in meaningful learning activities, providing breakfast, and involving them in light recreational games at no cost to the families.

“Young Scholars”

The “Young Scholars” Intervention Program is a Tier 1 Intervention. It allows parents to collaborate with classroom teachers so that their children receive one-to-one instruction and support for up to one hour each morning in decoding, reading, and writing skills. This serves as a pre-intervention for all students and provides the parents with the confidence and skills necessary to support and reinforce the Kindergarten literacy and writing skills correlated to the California State Standards.

Learning Center

The Learning Center is a Tier 2 school wide Intervention tool. Currently, it serves the lowest 10% of our student population as determined by internal benchmarks and input from classroom teachers. Based on initial assessments, students are grouped according to their academic needs. The curriculum is based on remediating identified skills and providing scaffolding to support classroom instruction and student success. Students work in small groups with an Intervention Team to increase skills in the following areas: (ELA) comprehension, vocabulary development, fluency, phonological awareness, and high frequency words, (Math) number sense, operation concept development, and problem solving strategies. Technology programs are used to diagnose and provide extra support for students' needs. Periodic monitoring will be done by the Intervention Team and used to exit students as appropriate.

Summer School

MCA will offer a summer school Tier 2 Intervention program for students who are underperforming in academic content areas. Class sizes will be kept small to provide for individualized and differentiated intervention. Grade-level teachers plan the

curriculum to target specific grade level skills identified through embedded program assessments.

English Learning Academy

The English Learning Academy, funded by Title III, is an intervention for English Language Learners providing direct intervention for students struggling with English. The program is designed to help second language learners move up at least one level per year. All EL students with ELD levels 1-3, and those students who have remained at the same level for over a year, are invited to attend the EL Academy. Students are grouped by language level, with age and grade level taken into consideration. For example, ELD students at level 2 in the primary grades are grouped with other primary students while students at level 2 in the upper grades are grouped with upper grade students.

Study Group MCA

MCA has developed and is piloting an intervention program targeting students at all grades with most urgent needs for intervention. “Study Group MCA” is a Tier 2 academic intervention based on internal teacher observation and assessment. This program helps all students reach academic success using data -based information and a rigorous instructional model that provides an individual response to student needs. Study Group MCA addresses students struggling in the regular classroom. Teachers use various RTI strategies to identify and address the needs of struggling students.

With these strategies, our aim is to close the achievement gap within grade level bands. We will raise student proficiency from “Standard Nearly Met” to “Met” and from “Standard Not Met” to “Standard Nearly Met” or “Met”. Our focus for students identified in this program is both prevention and early intervention in order to rapidly close the learning gap so students do not fail or face grade level retention.

ENRICHMENT PROGRAMS

Montague students engage in enrichment through specialized, schoolwide programs throughout the school day, before and after school, and at lunch. These programs including LA’s Best and tutoring provided by the Youth Policy Institute. All students in every grade have weekly access to our extended enrichment programs: art, music, computer and technology, Science Lab, our school library and physical education program. In each of these extended programs, grade level teachers partner together with fully credentialed or designated technical staff to provide curricular innovations and differentiated instruction focused on the designated area of study. Students engage in hands-on learning activities, complete labs, utilize current and advanced technologies and apply their classroom curriculum to the enrichment curriculum with the designated faculty.

PARENT ENGAGEMENT

MCA’s governance structure is designed to provide for “maximum inclusion” to ensure that stakeholder voices are heard. We believe that multiple opportunities for stakeholder participation increase the effectiveness of local school control and accountability. Therefore our governance structure endeavors to ensure that all parents and community members have opportunities to work as partners in school governance.

Parent leaders (Parent Advisory Committee) and administrators co-lead twice monthly meetings for all parents where school topics are presented and discussed, attendees concerns are heard, and agendas for future meetings are set. A summary of this meeting is presented to the Board through the Principal's report.

Parents and community stakeholders are invited to participate in the educational program as volunteers, members of school committees, councils, and the Governing Board. Parents are regularly informed about school related events, policies, information and activities through a variety of communications: the school website, mailers, the school newsletter, school marquee, bulletin boards throughout campus, phone calls home, teacher-parent communication, and monthly "Healthy Conversations" with the principal. Parents are invited to engage with school activities and apprised of opportunities and procedures to be involved in both informal and formal capacities.

All parents are invited to attend and participate in Standing Committee meetings and to submit written proposals to the Standing Committees. Parents can, through self-nomination, also become members of the Standing Committees. The Standing Committees work to offer recommendations and programs to the Board which are presented by the Standing Committee chair at Board meetings for the Board's consideration.

Parents and community stakeholders are also encouraged to attend regular board meetings to keep apprised of school business, policies and procedures. They are invited to attend committee and council meetings as well as participate with the Parent Center classes and utilize Parent Center resources available for families. Parents are invited to address the Board at Board meetings during the Public Speaker's portion of the agenda or to offer comment during public discussion of the Board's agenda items.

Two of the nine seats on the Board are open to Parent Members (one seat reserved for a parent and one seat reserved for a parent/community member). Parent candidates can self-nominate to the Board's ad hoc committee by submitting a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of MCA, its history, goals, etc.). The committee will review the candidate's statements, interview the candidate, and determine whether to recommend the candidate to the Board for further consideration. The recommended candidate will address the Board and respond to questions from Board members at a public Board meeting where any interested parties can comment to the board on the proposed nominee. The candidate will become a Board member after a public confirmation vote by the Board.

Participation in parent groups and committees continues to expand. Montague strives to continue increasing this participation to give parents a significant voice in the governance of the school. We regularly invite parents into the development and implementation of instructional programs for students and parents that will contribute to greater student achievement.

A newsletter, highlighting classroom programs and school events, is published monthly. The all call phone communication sends out weekly notifications to stakeholders of the week's upcoming events. In addition, workshop flyers are distributed bi-weekly. Parent forums led by

the Community Relations Committee also give parents and staff the opportunity to discuss important issues.

Stakeholders complete surveys and attend meetings and hear first-hand about new or ongoing educational programs at MCA. They are invited to run for positions on the School Site Council as well as to provide feedback directly to school leadership. They document their thoughts and comments through survey and meeting feedback as the LCAP is being developed and updated annually.

Parents are significant partners in the MCA community. Parents have the opportunity to volunteer in classrooms, assisting in extended learning activities, attending parent classes, and/or participating in school functions, meetings, and conferences.

The Parent Center

The Parent Center provides extensive support to MCA families. Established under SB 1274 and SB 620, it continues under charter status to provide school-linked services and outreach programs to Montague families. Under the leadership of the Parent Center Director, and in partnership with the Community Relations Council, the Center provides the following services, as needed:

- Parental orientation opportunities by grade levels
- Referral for family counseling resources for basic needs in the areas of food and clothing
- ESL, GED and citizenship classes
- School-linked services to outside agencies
- Health and nutrition classes
- Child care services for parents attending workshops on site
- Community-based foster care placement program and training
- Volunteer training program
- Fundraising to support school programs
- Parenting and self-esteem classes
- Vocational and job-training programs
- Coordination of community events and service days
- Computer training
- Family Literacy
- Standards-based workshops
- Community leadership training
- Understanding the role of a parent in the charter school

USE OF TECHNOLOGY

We have invested a significant portion of our budget to create and sustain computer labs and laptop carts for all students to have access to beginning computer skills and technology. They access computers in grades K-5 on a weekly basis, learning the fundamentals of computer operations and typing. Technology is also used to create student projects, practice skills needed for the CAASPP, and to provide content based assessment, remediation, and enrichment. We also support full time science lab opportunities where students complete projects in units of study using advanced computer software and hardware. In addition to laptops and desktop computers,

students receive instruction via document cameras in their classrooms. They complete presentations using software such as PowerPoint and Prezi. They learn essential keyboarding and research skills and apply these skills to content specific projects in their classes.

In the Science Lab, students engage in the scientific method including: predicting, developing a hypothesis, testing, documenting results and synthesizing data conclusions. Students learn proper lab etiquette and proper equipment use, lab safety, and they utilize relevant and advanced scientific equipment and technologies to prepare for higher levels of scientific investigation and master California Standards in Science.

Goals for the future use of technology at MCA include increased access to technology, software and hardware in every classroom, the development of introductory computer programming skills through mechanisms such as free web-based Scratch programming resources from MIT and technology based clubs and activities that include robotics and engineering.

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten (“TK”) is year one of a two year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten, some parents are aware that their child may not be ready for the traditional Kindergarten program.

TK operates on the same school schedule as the rest of our student population. TK students at MCA engage in almost twice the number of instructional minutes as required by the CDE. This program is designed for, but not restricted to, students who turn 5 years old between September 2 and December 2 and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional Kindergarten.

Parents requesting admission for their child into the TK program must complete an enrollment packet. The curriculum of the program provides a well-planned course of study necessary to build the social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with a strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction and independent, “hands on” learning. Students in TK integrate with the Kindergarten population of students, sharing the daily instructional schedule, common recess and lunch as well as enrichment activities for art, music, science and technology, and motor skills development throughout the year.

Parents are invited to be active participants in their child’s learning at home and school. Regular, frequent communication between home and school is an essential component of a child’s success. Our teachers meet regularly with parents to discuss the child’s progress and ways the parent can support the child at home. Assessments and teacher observations are used to monitor every child’s growth and progress throughout the year. Teachers utilize this data to inform and guide instruction.

ACADEMIC CALENDAR AND SCHEDULES

MCA will offer, at minimum, the number of minutes of instruction set forth in Education Code §47612.5. We have transitioned this year to a traditional, single-track calendar to increase the number of instructional days from 163 to 180. This also affords our teachers improved access to collaboration and co-planning time. MCA will review its academic calendar on a yearly basis and inform the district of any changes. We believe a classroom schedule must include all of the content areas. The classroom teacher is supported in several content areas by instructional experts who may include, but are not limited to: visual arts, performing arts, library, computer technology, science lab, and physical education. The current academic calendar and daily schedule are updated yearly.

The academic calendar for 2017-18 for MCA corresponds to the LAUSD instructional calendar for 2017-18 as indicated in the image below.

MCA Instructional Calendar

2017-18 School Year

Month	Days																															
July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
August	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	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	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	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	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	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	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	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	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	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	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 Instruction: August 15, 2017		Unassigned Day – No Instruction
	First Day of Spring Semester: January 8, 2018		Pupil Free Day – No Instruction
	Last Day of Instruction: June 7, 2018		
	Holidays– No Instruction		

Independence Day: July 4
Admissions Day: September 1
Labor Day: September 4
Veteran's Day: November 10
Thanksgiving Holiday: Nov 23-24

Winter Recess: December 18, 2017 – January 5, 2018
Dr. Martin Luther King, Jr.'s Birthday – January 15
Presidents' Day – February 19
Spring Recess – March 26 – 30

Cesar E. Chavez Birthday
(Observed) – April 2
Memorial Day – May 28

DAILY INSTRUCTIONAL SCHEDULE

Regular Bell Schedule

<u>Montague Charter Academy School Bell Schedule 2017-2018</u>			
Tuesday dismissal time is 1:40 p.m. Mon., Wed., Thurs., Fri., dismissal is 2:40 p.m.			
	Start Time	End Time	Length
Breakfast	7:15 AM	8:05 AM	50 min
Warning Bell- All Grades	8:10 AM	—	—
Tardy Bell- All Grades	8:15 AM	—	—
Recess Grades TK/K & 1	9:30 AM	9:50 AM	20 min
Recess Grade 2	9:50 AM	10:10 AM	20 min
Recess Grade 3	10:10 AM	10:30 AM	20 min
Recess Grade 4	10:30 AM	10:50 AM	20 min
Recess Grade 5	10:50 AM	11:10 AM	20 min
Lunch Grade Kindergarten	10:50 AM	11:30 AM	40 min
Lunch Grade 1	11:30 AM	12:10 PM	40 min
Lunch Grade 2	11:50 AM	12:30 PM	40 min
Lunch Grade 3	12:10 PM	12:50 PM	40 min
Lunch Grade 4	12:30 PM	1:10 PM	40 min
Lunch Grade 5	12:50 PM	1:30 PM	40 min
Dismissal (M, W, Th, F)Regular Day	2:40 PM	—	—
Dismissal (Tues.) Regular Day	1:40 PM	—	—
Shortened Day Dismissal	2:00 PM	—	—
Minimum Day Dismissal	1:00 PM	—	—

Shortened Bell Schedule

<u>Montague Charter Academy School Bell Schedule 2017-2018</u>			
Tuesday dismissal time is 1:40 p.m. Mon., Wed., Thurs., Fri., dismissal is 2:40 p.m.			
	Start Time	End Time	Length
Breakfast	7:15 AM	8:05 AM	50 min
Warning Bell- All Grades	8:10 AM	—	—
Tardy Bell- All Grades	8:15 AM	—	—
Recess Grades TK/K & 1	9:30 AM	9:50 AM	20 min
Recess Grade 2	9:50 AM	10:10 AM	20 min
Recess Grade 3	10:10 AM	10:30 AM	20 min
Recess Grade 4	10:30 AM	10:50 AM	20 min
Recess Grade 5	10:50 AM	11:10 AM	20 min
Lunch Grade Kindergarten	10:50 AM	11:30 AM	40 min
Lunch Grade 1	11:30 AM	12:10 PM	40 min

Montague Charter Academy School Bell Schedule 2017-2018			
Tuesday dismissal time is 1:40 p.m. Mon., Wed., Thurs., Fri., dismissal is 2:40 p.m.			
	Start Time	End Time	Length
Lunch Grade 2	11:50 AM	12:30 PM	40 min
Lunch Grade 3	12:10 PM	12:50 PM	40 min
Lunch Grade 4	12:30 PM	1:10 PM	40 min
Lunch Grade 5	12:50 PM	1:30 PM	40 min
Dismissal (M, W, Th, F)Regular Day	2:40 PM	—	—
Dismissal (Tues.) Regular Day	1:40 PM	—	—
Shortened Day Dismissal	2:00 PM	—	—
Minimum Day Dismissal	1:00 PM	—	—

Minimum Day Schedule

Montague Charter Academy School Bell Schedule 2017-2018			
Tuesday dismissal time is 1:40 p.m. Mon., Wed., Thurs., Fri., dismissal is 2:40 p.m.			
	Start Time	End Time	Length
Breakfast	7:15 AM	8:05 AM	50 min
Warning Bell- All Grades	8:10 AM	—	—
Tardy Bell- All Grades	8:15 AM	—	—
Recess Grades TK/K & 1	9:30 AM	9:50 AM	20 min
Recess Grade 2	9:50 AM	10:10 AM	20 min
Recess Grade 3	10:10 AM	10:30 AM	20 min
Recess Grade 4	10:30 AM	10:50 AM	20 min
Recess Grade 5	10:50 AM	11:10 AM	20 min
Lunch Grade Kindergarten	10:50 AM	11:30 AM	40 min
Lunch Grade 1	11:30 AM	12:10 PM	40 min
Lunch Grade 2	11:50 AM	12:30 PM	40 min
Lunch Grade 3	12:10 PM	12:50 PM	40 min
Lunch Grade 4	12:30 PM	1:10 PM	40 min
Lunch Grade 5	12:50 PM	1:30 PM	40 min
Dismissal (M, W, Th, F)Regular Day	2:40 PM	—	—
Dismissal (Tues.) Regular Day	1:40 PM	—	—
Shortened Day Dismissal	2:00 PM	—	—
Minimum Day Dismissal	1:00 PM	—	—

Daily Instruction

For most days, the instructional schedule each day is as follows with some variation based on PE days, Extended/Enrichment program participation in Music, Art, Computers and Science Lab.

8:15-8:30	PE (10 min.)/Morning Business (5 Min.)
8:30-9:30	ELA
9:30-9:50	Recess
9:50-10:50	ELA
10:50-11:50	Math
11:50-12:30	Lunch
12:30-12:50	Math
12:50-1:45	ELD
1:45-2:30	Science/Social Studies (Monday/Thursday-Science; Wednesday/Friday-Social Studies)
2:30-2:40	Closing Class Business

INSTRUCTIONAL DAYS AND MINUTES CALCULATOR TABLE

Montague Charter Academy abides by all state and district requirements for instructional minutes as indicated in the chart below. “Other days” are shortened days for parent conferences. There are four days of parent conferences each semester. MCA will continue to have an Instructional Calendar with 180 days as stated in the 11th column of this table.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	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	Select Y/N	131	325	38	265	3	250	8	285	180	36000	55675	19675
1	Select Y/N	131	325	38	265	3	250	8	285	180	50400	55675	5275
2	Select Y/N	131	325	38	265	3	250	8	285	180	50400	55675	5275
3	Select Y/N	131	325	38	265	3	250	8	285	180	50400	55675	5275
4	Select Y/N	131	325	38	265	3	250	8	285	180	54000	55675	1675
5	Select Y/N	131	325	38	265	3	250	8	285	180	54000	55675	1675

PROFESSIONAL DEVELOPMENT

All of our teachers will meet requirements to be highly qualified teachers. We will seek to recruit and retain teachers who share in our vision and mission statement and embrace the additional demands of working at a charter school. As a diverse school community, we seek to recruit and empower faculty who have experience working with students with diverse and specific backgrounds and needs including both English Learners and Students with Disabilities. Specific recruitment policies are outlined in Element 5 – Employee Qualifications.

We believe that professional development should meet both the needs of the teachers and the students. A variety of sources such as student assessment data, teacher surveys, coordinators' recommendations, and administrators' observations are used to assist the Curriculum Committee, leadership team, and Board in setting priorities for professional development. We believe all professional learning should be deeply rooted in research and effective practices and that all stakeholders benefit from strong and transparent communication. We aim to ensure all of our faculty are well-informed of recent innovations in curriculum and instructional practices including using advanced technology in the classroom to benefit student achievement.

Professional development is offered in a variety of formats based on teacher need and learning style. This professional development may include, but is not limited to: New Teachers' Council, grade level meetings, staff meetings, content-specific training, (Beginning Teacher Support and Assessment (BTSA), National Board Certified Teacher (NBCT) classes, lesson study, state and national conferences, and state or regional trainings from professional education agencies.

We believe in a philosophy of "Building From Within", where through a "trainer of trainers" process we allow specific staff members to hone their skills in a specific strategy or content area and to share their knowledge with other staff members. We also acknowledge the unique opportunities that the invitation of outside experts to provide on-site training offers our faculty additional understanding of the latest research and innovations.

Professional Development Plan

1. Integration of the ELA/ELD Standards across all content areas

- Piloting of the LA/ELD Program
- Content based training for the Extended Program Teachers
- Differentiated Instruction Training Update
- Training in the use of the SBAC Interim Assessments
- Coordinators demonstrate standards-based lessons in core subject areas
- Training of Lead Teachers as team coaches
- Training in the use of the ELD Portfolio Assessment Folders
- Training in the LAUSD Master Plan

By the end of the year, the teachers will be able to have a deeper understanding of the ELA/ELD standards and their application across the content areas: using the ELD monitoring portfolios, understanding the re-designation criteria and process, lesson plan content targeting skills which will help our ELLs pass the CELDT, using strategies and methods to increase student Vocabulary and language acquisition across all content areas.

2. Response to Intervention 2

- Presentation of the implementation of the revised Resource Specialist Program
- Training in the implementation of RTI2
- Presentation of the revised Learning Center process
- Training in the Modified Consent Decree

By the end of the year, the teachers will have a deeper understanding and a plan for implementing multi-tiered, ongoing student assessment which will include: Universal Screening,

progress monitoring, identifying a student's learning rate and level of achievement, evaluating students individually in comparison with the peer group, monitoring of intervention to gauge student achievement and effectiveness of the curriculum, using multiple data points in evaluation.

3. Professional Learning Community

- Introduction of the PLC Process
- Book study of Teach Like a Champion
- Implementation of PLC during Weekly Grade level Meetings
- Implementation of PLC during New Teacher Meetings
- Implementation of PLC during the LA/ELD Pilot Teacher Group Meetings

By the end of the year, the teachers will have a clear understanding as to the purpose of the PLC, what each member's responsibility is in the PLC, and how members will use results orientated goals to mark the progress of PLC implementation.

4. Coaching and Training for the Leadership Team

- Mentorship by Pacoima Executive Director
- Attending Workshops in ELL Training
- Attending Math Leadership Network Trainings (LACOE)
- Attending training in the implementation of the SBAC Interim Assessments

By the end of the year, the leadership team will have the coaching skills to coach staff using evidence-based practices and providing practical strategies for engaging students and improving their learning and providing or arranging for Professional Development. Coaching effectiveness will be measured by evidence of teachers making significant changes in their instructional practice, students showing more engagement in the classroom and more enthusiasm about learning, and a decrease in student behavior problems.

5. PBIS-Positive Behavior Improvement System

- PD Beginning of the Year
- Monthly updates on program effectiveness at staff meetings
- Grade level meeting with teachers and students regarding "Stop It!"

Implementation of PBIS-5 step process:

- 1.) Establish Commitment and Maintain Team
- 2.) Establish Schoolwide Behavior Expectations
- 3.) Establish an ongoing system of reward
- 4.) Establish a site-specific discipline system
- 5.) Establish a data system to monitor progress and aid in decision-making

By the end of the year, our school will have a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

MCA has adopted and will continue to use the LAUSD Master English Learner Plan. If, in the future MCA decides to develop its own Master English Learner Plan, MCA will notify the district of the change.

The charter school will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The charter school will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Enrollment

The enrollment process begins when a parent takes his/her child to the neighborhood school. The main office of each school is designed to be a warm and welcoming place for parents and children. Each school office should have a certificated staff member available to provide consistent information about the instructional program options offered to ELs. All information is to be provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents.

Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the District’s Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student’s language classification or immigration status.

The survey is completed by the parent or guardian upon the student’s initial enrollment in the District. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District’s Student Information System (SIS) and the student’s Master Plan Folder, located in the child’s cumulative record.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?

4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

English Only (EO): If the answers to the four questions on the HLS are "English", the child is classified as English Only.

Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English

Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (CELDT). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE:

When reasonable doubt is established, the school must annotate the HLS to document the reasons for CELDT administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the Initial HLS are documented permanently in SIS.

At the time of publication of this document, California uses the CELDT. With the implementation of the Common Core State Standards (CCSS) and the development of new corresponding English Language Development (ELD) standards, the English language proficiency assessment will be changed to address these new standards. When this assessment is adopted by the California State Board of Education (SBE), this document will be updated to reflect the change in the state's English language proficiency assessment requirements.

Initial and Annual Language Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. MCA ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the Annual Parent Notification of Language Test Results and Confirmation of Program Placement. The official CELDT assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT results is available in various languages. Parents may request a meeting to discuss the assessment results.

Initial Language Classification/Status

English learners are initially identified through the home language survey and continue to take the CELDT annually and remain English language learners until they are re-classified. Additionally, in cases where there is a reasonable doubt created by the home language survey responses, the administrator or designee will conduct further research to establish whether there is significant non-English exposure resulting in the need to administer the state language proficiency assessment.

A student's initial language classification or status is determined by his/her home language survey and his/her overall performance on the initial English language proficiency assessment, currently the CELDT. Based on the performance level, a student may be classified as follows:

- English Learner (EL) - The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).
- Initial Fluent English Proficient (IFEP) - The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

CELDT Testing

All students whose parents/guardians indicate that the student's home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The charter school will notify parents of its responsibility for CELDT testing and of the CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used for annual English proficiency testing.

Reclassification Procedures:

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT. At this time, the students must have an overall performance level of 4 or 5 with scores of 3 or higher in the areas of reading, writing, listening, and speaking. These benchmark scores are subject to adjustment with the introduction of new state language proficiency assessments (ELPAC).
- Participation of the pupil's classroom teachers and other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery as evidenced by report card grades of a 3 or 4 in the ELA areas of Reading, Writing, Listening, and Speaking.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students whose parents/guardians have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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

Strategies for English Language Instruction and Intervention

To assist EL students, teachers and instructors use SDAIE ("Specially Designed Academic Instruction in English") techniques that help to lower students' affective filter (stress level) and provide hands-on, interactive experiences and demonstrations (e.g. using maps, charts, graphs, pictures, realia, props, and/or manipulatives).

Additional SDAIE strategies teachers incorporate into lessons include:

- **Controlled vocabulary:** identifies terms and phrases that are critical to a topic and provides direct instruction on those terms and phrases. Using controlled vocabulary as a teaching strategy provides focus for students and highlights important terminology (Marzano, 2001).
- **Modified speech:** assists English Learners by providing speech at a slower rate and with clear enunciation.
- **Total Physical Response (TPR):** assists students with comprehension of vocabulary terms and concepts by using exaggerated gestures and facial expressions.
- **Graphic Organizers:** (e.g. Thinking Maps) provide a common visual language of fundamental thinking processes: defining in context, classifying, describing, comparing and contrasting, sequencing, cause and effect, whole/part relationships, and analogies. Researchers have found these mental operations help students organize and understand concepts (Genter, 1994).

Teachers design appropriate lessons and pacing plans which reflect native language support opportunities, which scaffold concepts, and which assist students in understanding concepts through:

- **Listening and speaking activities that precede reading and writing:** Prewriting activities assist students in organizing ideas (Osman, Effects of Advance Organizing Questioning and Prior Knowledge, 1994). Lessons include pre-teaching and re-teaching activities which provide additional opportunities to learn needed skills and concepts.
- **Use of cooperative learning groups:** Grouping encourages students to have a vested interest in each other's learning, as well as their own. In a cooperative

learning situation, interaction is characterized by positive goal interdependence with individual accountability. The vast majority of research comparing student-student interaction patterns indicates that students learn more effectively when they work cooperatively (Johnson, Circles of Learning, 1984).

- **Emphasis on vocabulary development:** Research emphasizes that vocabulary development is a vital part of all content learning. There is a direct link between vocabulary knowledge and comprehension (West Virginia Department of Education, 2011).
- **Assist students in making connections:** Lessons will provide opportunities for discussions that tap into students' prior knowledge. A large body of findings shows that learning proceeds primarily from prior knowledge and only secondarily from the presented materials (Lewis, 1991).
- **Modeling activities and specific learning strategies** (e.g. how to look for clues): Research shows that students learn more if teachers overtly show their problem solving process to their students. As teachers talk about what they are thinking when solving a problem, students are able to see how to correct mistakes and work through problems (www.usciences.edu/teaching/tips/activities.shtml#modeling).
- **Reflection/debriefing on completed activities:** Reflection is a key component in experiential learning. Debriefing allows children to consider what they have accomplished and learned and to contemplate ways that the experiences could be adjusted to improve the outcomes (Jones, Experiential Learning Model, 1983).
- **Bilingual Paraprofessionals:** Students in classrooms of monolingual teachers receive additional primary language support from bilingual paraprofessionals which increases student access to classroom instruction.

Annual Monitoring and Evaluation of Program Effectiveness

MCA continues to conduct annual program and data review to examine student academic achievement by sub-group, including students designated as English Learners. We look at various data points to monitor progress including: attendance, grades, reclassification rates, performance in English Language Arts and mathematics on annual state subject-area assessments, grade-level formative and culminating assessments and retention/promotion rates.

The evaluation for program effectiveness for English Learners will include:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and the number of years in the program to determine adequate yearly progress

- Monitoring of teacher qualifications and the use of the appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of parental program choice options
- Monitoring of availability of adequate resources

Process to monitor academic progress of English Learners and Redesignated Fluent English Proficient Students

Process to Monitor Academic Progress of Long Term English Learners (“LTELS”)

GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Montague has developed a systematic approach to identifying and supporting potential GATE/High Achieving students. MCA is revising its systematic way to identify GATE students, including but not limited to using the Otis Lennon School Abilities Test (OLSAT) or Naglieri Nonverbal Abilities Tests (NNAT or NNAT2) assessments. Students in all classes receive differentiated instruction and extended program support. High achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including the SBAC.

MCA will continue to work diligently to implement a variety of strategies to identify and support academically high-achieving students:

- **Differentiated instruction** designed to meet the needs of varied learning levels and styles within the classroom. Teachers modify instruction based on student needs to ensure that the curriculum is accessible to all students. This strategy allows academically high-achieving students to expand on classroom curriculum learning the same instructional content as their peers.
- **Small group instruction/skill development** focuses on center-based activities where students can work independently or with peers. This strategy allows GATE students to practice skills independently using self-checking and to build leadership while interacting with their peers or an adult in a small setting providing support towards achieving grade level standards.
- **Modeling of step-by-step problem solving strategies** is a process where the student thinks out loud in front of his/her peers modeling an effective sequence of “logical thinking” to solve a problem through: gathering information, making connections to prior knowledge, self-questioning as to which problem solving strategies could be used, applying the strategies, and analyzing the solution. This strategy provides scaffolding for students who need processing support to access grade level content.
- **Extended Programs** (e.g. art, music, science, technology, library, physical education) provide reality based, hands-on experiences and create a common foundation for GATE

students in the arts and sciences which enables them to expand and enrich their knowledge as they continue their educational path outside of their community.

- **Graphic Organizers:** provide a common visual language of fundamental thinking processes: defining in context, classifying, describing, comparing and contrasting, sequencing, cause and effect, whole/part relationships, and analogies. Researchers have found these mental operations help GATE students organize and understand concepts

MCA continues to conduct annual program and data review to examine student academic achievement by sub-group, including students designated as gifted/high achieving. We look at various data points to monitor progress including: attendance, grades, performance in English Language Arts and mathematics on annual state subject-area assessments, grade-level formative and culminating assessments and retention/promotion rates.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students who are at-risk of retention, who have been retained, or who are achieving below grade level receive additional support through priority placement in intervention programs during the school day. Academically low-achieving students are identified through a multifaceted approach utilizing summative and formative assessments, teacher observations, parent input, and performance on standardized assessments including the CAASPP and the CELDT. These students are monitored frequently throughout the year by their classroom teacher via periodic assessments and by support personnel and intervention teachers using designated assessments for the intervention program. Assessments may include Renaissance grade-level benchmark assessments in English Language Arts, reading and math. Once students have demonstrated proficiency on intervention assessments, they are eligible to be exited from the intervention program, but they continue to be closely monitored by their classroom teacher and support personnel.

Additionally students receive assistance through participation in the following activities:

- **Differentiated instruction** designed to meet the needs of varied learning levels and styles within the classroom. Teachers modify instruction based on student needs to ensure that the curriculum is accessible to all students. This strategy allows academically low-achieving students to access classroom curriculum learning the same instructional content as their peers.
- Classroom **RTI strategies/interventions** “*Response to Intervention (RtI), a school wide process of early intervention and prevention of academic and behavioral problems. It is a process that utilizes all resources within a school in a collaborative manner to create a single, well-integrated system of instruction and interventions guided by student outcome data.*” This strategy allows for targeted intervention to assist students in mastering grade level standards both in the classroom and outside of the classroom during the school day.
- **Small group instruction/skill development** focuses on center-based activities where students can work independently, with peers, or one-on-one with an adult. This strategy allows students to practice skills independently using self-checking to build confidence or

to receive intensive focused instruction while interacting with their peers or an adult in a small setting providing support towards achieving grade level standards.

- Through the use of **Re-teaching** teachers are able to provide students with additional interactions with key concepts that have been identified as an area of need. This allows students to learn skills taught using a different approach to the content as a targeted intervention towards achieving grade level standards.
- Teachers and support staff use data from state testing and embedded program assessments to determine individual student strengths and weakness in both skill development and conceptual understanding. **One-on-one instruction** allows for individualized intervention as the student explains his/her thinking while working with an adult instructor who is able to guide the student through any areas of misunderstanding towards mastery of content.
- **Peer support** through classroom partners *“is an instructional strategy that consists of student partnerships, linking high achieving students with lower achieving students or those with comparable achievement, for structured reading and math study sessions. According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is an effective “systematic, peer-mediated teaching strategy” (p. 204). “Peer tutoring interventions were more effective or showed greater gains for: a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions (Rohrbeck, et al., 2003).” All students work with a partner as part of daily instructional practice.*
- **Realia/manipulative based hands-on activities** provide students with opportunities to build strong foundational concepts that will promote successful understanding of grade level standards. Providing **background experiences** through the use of realia and arts performances allows students to have an experiential base upon which they can add new learning experiences to build a deeper understanding of content by making connections to what they already know.
- Teaching of **step-by-step problem solving strategies** is a process where the teacher thinks out loud in front of the students modeling an effective sequence of “logical thinking” to solve a problem through: gathering information, making connections to prior knowledge, self-questioning as to which problem solving strategies could be used, applying the strategies, and analyzing the solution. This strategy provides scaffolding for students who need processing support to access grade level content.
- **Pre-teaching** of vocabulary and other instructional content to targeted students prior to whole class instruction helps students to focus on and master smaller pieces of content so that when they are part of the whole group they are already familiar with the content of the lesson and can participate in class discussions with an increased comfort level.

- **Additional support from the classroom paraprofessional** addresses student's individual learning needs, provides individual student support during whole group instruction, and reinforces academic and language needs in small group settings.
- **The Pre-retention Intervention Program** is designed to address student needs early in the school year so that a student is less likely to have to repeat the instructional year due to non-mastery of grade level content. An action plan is completed during report card conferences as part of a collaboration process between the parents and the teacher for all students who are at risk for retention. This action plan identifies specific strategies that will be implemented at home and at school in order to help at risk students achieve grade level standards.
- Additional student support is available in **Daily intervention programs** before, during, and after school hours. These programs currently include: Ready, Set, Go; LA's BEST; and Youth Policy Institute Services
- The **Parent Center Support Network** also provides families of students needing additional support with access to programs outside of the school.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Students designated as socioeconomically disadvantaged are identified at the beginning of every school year through the enrollment and registration process where families complete the application for free and reduced lunches. MCA adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, *No Child Left Behind*, and continues to utilize funding and other resources to enhance the school-wide Title 1 program by providing access to varied learning opportunities and supports from credentialed classroom teaching faculty, support personnel (e.g. library staff, visiting professionals and guest speakers or performers):

- Cultural Arts Programs which afford students familiarity with cultural activities such as art, music, dance, theater, and storytelling that they may not have had the opportunity to experience and broadens their understanding beyond their local community.
- Extended Programs (e.g. art, music, science, technology, library, physical education taught by credentialed teachers and designated staff) which provide reality-based, hands-on experiences and create a common foundation for all students in the arts and sciences which enables them to be on a more equal footing with their more "advantaged" peers as they continue their educational path outside of their community.
- Daily access to technology and relevant curriculum that engages students in hands-on learning they would otherwise not be able to access.
- Infusing the curriculum with role models (including teachers and other staff) and providing guest visitors in the classroom to motivate students to set future career goals and apply those goals to their current learning.
- Engaged and invested faculty who personalize and individualize instructional strategies to draw students into learning. Research proves that students perform

- better and retain more content understanding and knowledge when the school community promotes positivity and personal relationships.
- Research opportunities which promote critical thinking, engage real-world learning experiences, provide access to technology and relevant curriculum and access higher order thinking.
- Curriculum planning in grade-level teams to address differentiated learners, share best practices and provide a more personalized learning context for students starting from a socioeconomically disadvantaged position. Faculty also utilize a shared Core Knowledge Sequence which provides a coherent foundation for learning that enables students to be competitive with their economically advantaged counterparts.

MCA continues to conduct annual program and data review to examine student academic achievement by sub-group, including students designated as socioeconomically disadvantaged. We look at various data points to monitor progress including: attendance, grades, performance in English Language Arts and mathematics on annual state subject-area assessments, grade-level formative and culminating assessments and retention/promotion rates.

STUDENTS WITH DISABILITIES

See District Required Language at beginning of Element 1

STUDENTS IN OTHER SUBGROUPS

MCA does not serve a statistically significant population of students designated as Foster Youth or other relevant subgroups. However, in order to best serve both Foster Youth and Standard English Learners (“SELs”) we annually examine our enrollment to ensure we are equitably allocating resources to address individual student needs. Foster Youth are identified by referral from support services such as a case manager, foster parent or school psychologist from a school or program in which the child was previously enrolled. In the event we have Foster Youth enrolled in our school, our administrative staff, counseling staff and support personnel coordinate support services with the child’s classroom teacher to ensure the child’s individual needs are provided for. With regard to academic progress, these children are assessed along with all our subgroups with an initial assessment for math and ELA proficiency at the beginning of the year. They are monitored daily by classroom teachers and recommended for further support or intervention programs if they demonstrate progress below grade-level proficiency. In the same manner we evaluate the academic progress of all of student subgroups, we monitor the academic progress of Foster Youth and Standard English Learners through periodic assessments conducted throughout the year. We examine data comparatively by subgroup and schoolwide to evaluate the performance of each individual subgroup. We tailor interventions and supports accordingly when a subgroup performs below the norm of the remaining subgroups the school as a whole.

Our numerically significant subgroups include: students of Hispanic/Latino heritage, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

A TYPICAL DAY

A typical day at Montague Charter Academy for the Arts and Sciences (MCA) is well organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules insure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

MCA's faculty and staff include the administrative leadership team (Principal, Assistant Principal and Curriculum Coordinators), classroom teachers, teaching assistants, extended program teachers and our library technician. Additional faculty include: two resource specialist teachers, a school psychologist, a speech and language therapist, an itinerant deaf-and-hard of hearing teacher, one occupational therapist and one physical therapist, and an adaptive P.E. teacher. All faculty members are highly qualified credentialed teachers.

Classes have the services of a paraprofessional Teacher Assistant, many of whom are bilingual. These paraprofessionals work directly with students in the classroom and throughout the school day. Additional faculty and support providers on campus include the Parent Center Director, Library Technician, Computer Technologist, Technology Assistant, and office personnel, custodial staff and yard supervisors.

A typical day at MCA begins early with plant and operations management staff arriving early before 6:00 a.m. to ensure a clean, well-maintained learning environment for students. Breakfast is served beginning at 7:15am. Since 100% of our students qualify for free and reduced lunch, many of them are on campus early to participate in our breakfast program. The first warning bell rings at 8:10 am for students to line up for class where their teachers meet and greet them and walk them to class. Morning announcements inform staff and students of daily events, important reminders, and honor student birthdays. Special recognitions are also honored during morning announcements for perfect attendance, perfect dress code compliance*, among other achievements which help to build morale for students and staff. Classroom instruction begins at after morning announcements between 8:15am and 8:20am.

Language Arts and math instruction begins, depending on the grade and classroom. Teachers identify daily objectives with students and begin effective teaching practices including Total Physical Response ("TPR"), pre-teaching to accelerate students, re-teaching to remediate students, scaffolding student learning to make connections between concrete and abstract concepts. English Learners experience intensive instruction using SDAIE techniques to build language acquisition through cultural experiences, pictures, realia, and graphic organizers.

Staggered recess periods of 20 minutes begin at 9:30 for TK/K and 1st graders. Recesses continues in 20 minute cycles through late morning so each grade grouping can enjoy safe outside play and exercise in smaller numbers.

A 40 minute lunch begins for Kindergarten students at 10:50am and subsequent grade-level staggered lunch cycles continue every 20 minutes after the Kindergartners have concluded their lunchtime and play.

Research suggests children perform better on academic and learning tasks when given ample time for free play and exercise outside. Additionally, since all of our students participate in our lunch program, they need time to eat a nutritious lunch before returning to the classroom to

continue standards-based instruction.

After lunch, content area instruction continues for history/social science curriculum or focus on a rotation of study in Science Lab, art, music, technology, library extended programs or P.E. Full time music, art, science and library teachers have scheduled classes for all students throughout the school day. They teach grade-level standards in their content areas while classroom teachers provide assistance and support.

On regular days, teachers walk students to the dismissal area where they will be picked up by family or youth services program representatives. Plant and operations staff sweep and secure the campus and lock all gates and doors for the evening in preparation for nighttime security.

*** Dress Code**

The MCA student dress code is as follows:

- Collared shirts or blouses which are red, white or navy blue and which are free from logos (exception MCA logo).
- Pants, skirts or shorts which are khaki, navy blue (dark blue jeans okay) or plaid (skirts only) and which are free from rips or tears and not faded.
- Closed toed shoes with socks at all times.

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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see the completed LCFF State Priorities Table in Element 1 for this requirement.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: **FORMATIVE ASSESSMENT**

The MCA Curriculum and Instruction Committee, together with school leadership and curriculum coordinators work together to develop a system of regular and frequent student achievement data analysis. At the start of fall semester, students schoolwide are assessed for reading and math proficiency through our Renaissance reading and math assessments. Students in grades TK-1 are assessed with our Early Literacy reading assessment. Students in grades 2-5 are assessed for reading fluency and comprehension as well as for math. In addition to teacher-created reading and math assessments, teachers examine CELDT and CAASPP data to review how students in their classes are performing.

In grade level teams, teachers collect and synthesize their own student achievement data. They share the data in grade level teams and categorize students into achievement bands. Students achieving below proficiency are identified as needing intervention. These students then receive a dual pronged intervention approach. They receive Tier 1 and 2 intervention methods in the classroom and with the support of the classroom teacher and classroom teaching assistant. Students needing urgent intervention are also assessed one on one by the Learning Center teacher who is able to target instruction and intervention to the specific learning needs of the student in daily pull out Tier 2 Intervention methods for identified students.

Data is reviewed at the start of the school year, at periodic intervals throughout each semester corresponding to the progress reporting and report cards time frame, and at the close of the school year. Teachers examine their own student achievement data throughout the year. At the close of the school year, in the spring, teachers also examine incoming student achievement data for their own grade in order to better prepare to meet students' academic needs. Students identified as needing additional instructional support to gain mastery are recommended for grade-specific intervention through differentiated instruction, Study Group MCA, and pull-out support in the Learning Center.

Data Analysis Response and Innovation

A review of student achievement data indicates that our English Learners need additional support in English Language Arts, English Language Development and in math. In response to the data review and analysis, our teachers in TK-1st grade developed a program to include phonological awareness in daily reading development curriculum. Research suggests that English Learners have greater challenges developing their English language skills due to phonological awareness more than phonemic awareness. Furthermore, in response to the data for our English Learners, a cadre of our teachers last spring (2016) collaborated on the effort to examine new curriculum that with integrated and designated ELA and ELD material texts academic support needs of our English Learners. Teachers attended Professional Development Trainings on how to examine the curriculum with a focus toward English Language Development. This year, 2016-2017, we are piloting these new texts and curriculum in one class in each grade level to evaluate the effectiveness of these strategies.

After the initial reading and math assessments were conducted at the start of the fall semester, we made the decision to pilot a focused schoolwide intervention program in 3rd grade, where all 3rd graders would receive individualized support and strategic instruction to ensure mastery of

content standards. 3rd grade is when larger achievement gaps begin to materialize and students transition from “learning to read” to “reading to learn”. The emphasis on schoolwide intervention is to preemptively address a potential need for support for students on the brink of not meeting academic achievement benchmarks. In the spring, we will consider an expanded version of the schoolwide intervention for grades 1 and 2 in order to support students and prevent any achievement gaps from forming.

Another innovation we have made in our response to data and assessments is the change from the year-round multi-track calendar to the traditional calendar this fall 2016. This shift has added 17 days of instruction to our school year and has made collaboration and co-planning much more accessible to our faculty. Faculty are all now on campus and in proximity to one another year round. Before, faculty had difficulty planning and collaborating in grade-level teams due to the variance in schedules.

Ongoing data analysis occurs throughout the school year instructional program and informs the programs we select and utilize to serve our students. Data review, synthesis and analysis are regularly part of the annual schedule of professional development for our faculty as well as an integral part of how we evaluate and update our LCAP plan with stakeholders.

MCA faculty collect formative and summative assessment data in ELA and math periodically throughout the year. We also examine annual state subject assessments for ELA, math, science and social science at the end of the year.

We use currently use Powerschool and Renaissance benchmark assessments along with teacher-created assessments for individual subjects to assess student proficiency toward content standards. Teachers meet regularly in grade-level groups to examine student progress in each class of the grade-level. They design common units of study and assessments to measure student progress and inform instruction, grading practices, and develop common assessments. We also use this assessment data to measure progress toward meeting charter program goals and annual LCAP goals identified annually. As we examine our achievement data and review the LCAP annually, our stakeholders see student performance data and assist in the development of and revisions to LCAP goals and achievement.

Grading, Progress Reporting, and Promotion/Retention

At MCA, we are working toward refining common grading standards, benchmarks and rubrics. We have made the change from letter grades to number grades on a 1-4 scale reflective of and in better alignment with annual standardized tests where 4 is exceeds standard, 3 is meets standard, 2 is standard nearly met, and 1 is standard not met. The school grading policy is as follows and is listed on the back of the report card: 4 (90%-100%) Exceeds grade level standards, 3 (70%-89%) Meets grade level standards, 2 (60%-69%) Partially meets grade level standards, 1 (0%-59%) Not meeting grade level standards.

Students in danger of receiving a 2 or 1 on their report card receive a progress report at the 6 week mark during each trimester as well as all students receiving a report card at the end of each trimester (12 weeks) Report cards for the first and second trimester are given to parents at a parent-teacher conference. The third report card is sent home on the last day of school.

At MCA, we believe every child is capable of performing at high levels and achieving their personal learning potential. We make every effort through a personalized curriculum and engaged community of faculty and staff to ensure students are ready and able to matriculate to

the next grade. In extreme instances of chronic absenteeism or chronic illness, students are evaluated on a case by case basis in collaboration with parent input to determine the best course of action for him/her to progress through their education at MCA. In these extreme cases, a student may be retained in the grade, but it is extremely rare for a child to not be promoted to the next grade.

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(b)(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 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 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(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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. 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.

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.

NON-PROFIT PUBLIC BENEFIT CORPORATION (501c(3))

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

GOVERNANCE STRUCTURE

Montague Charter Academy is governed through the collaboration of stakeholders which include the following: certificated and classified staff, parents, and community members. Our goal is to continue the transformation of MCA into a school community where everyone has a voice in determining what best meets the needs of our students. All decisions are focused on improving student achievement and meeting the vision and mission of the Charter. The collective voice of stakeholders will be respected in all decision-making and the establishment of policies at MCA.

GOVERNING BOARD COMPOSITION AND QUALIFICATIONS

The MCA Governing Board shall consist of nine (9) voting members who each carry equal weight and responsibility for the governance of the school.

- Two (2) teachers
- One (1) classified representative
- One (1) staff (classified or certificated) member
- One (1) parent
- One (1) retired educator
- Three (3) at large members

BOARD POSITIONS

CHAIRMAN OF THE BOARD: shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

VICE CHAIRMAN OF THE BOARD: In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

PRESIDENT. The President, also known as the Principal, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

VICE-PRESIDENT. If the President is absent or disabled, the Vice-President shall perform all duties of the President. When so acting, the Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Additionally, the Principal works closely with the governing board to ensure strong operational and programmatic policies and practices. This board composition ensures fair and equitable representation of stakeholders and members of the school community. Having both retired and current educators on the board allows representatives with institutional historical knowledge of the school as well as current state of school operations. This composition also facilitates frequent, effective communication amongst and between school leaders, the governing board, parents and community members.

The nine members of the Board will reflect the diversity of the stakeholders at MCA. The three community members will have knowledge in fields such as law, banking, fundraising, business, community outreach, facilities, budget, finance, student services, etc., that are relevant to education. The two parent members will have knowledge of community needs and how MCA's instructional programs and services impact the parents, students, and community members. The four employee members will have knowledge of charter school decision making, curriculum and instruction, budget, personnel, and community relations.

The officers of the Board will provide the leadership for effective decision making based on stakeholder input. All Board members will receive training annually from our legal firm in the Brown Act and best practices for Board decision-making. The by-laws will be reviewed annually and updated, if necessary. The Board will have an annual retreat to develop a comprehensive strategic plan.

Should the law change necessitating a change in Board composition, such change may be made by the MCA Governing Board following the recommendation of an ad hoc committee established by the Governing Board. The composition of this committee would be similar to that of the standing committees.

Pursuant to LAUSD's administrative procedures applicable to the Charter School, such a change would require District approval. Also, per the charter any amendments to the charter or bylaws

of the corporation which affect or impact the charter or school operations must be approved through the District's amendment process (see pp. 101 and 102).

The District shall be promptly notified of any such change.

- **Teacher Elected Reps** – must be currently employed as a permanent credentialed employee at MCA and a member of the respective bargaining unit at MCA
- **Classified Rep** – must be currently employed as a permanent employee at MCA and a member of the respective bargaining unit at MCA
- **Staff (Classified or Certificated) Rep** – must be currently employed as a permanent employee at MCA and a member of the respective bargaining unit at MCA
- **Parent Rep** – must be a parent of a currently enrolled MCA student and must be non-interested (not an employee of MCA)
- **Retired Educator Rep** – must be non-interested (not an employee of MCA) and must have worked at MCA
- **At Large Rep and Parent/AT Large Rep**– must be non-interested (not an employee of MCA) and must meet one of the following criteria:
 - Parent of a currently enrolled MCA students and must be non-interested (not an employee if MCA).
 - Community member with direct familiarity with MCA, its history and goals
 - Former educators with direct familiarity with MCA, its history and goals
 - Expertise in fields such as law, banking, fundraising, business, community outreach, facilities, budget, finance, student services, etc., that are relevant to education

SELECTION OF BOARD MEMBERS

Although board members are welcome to join Standing Committees and parent groups, no Board Member may simultaneously serve as the lead teacher of any grade level, Standing Committee chair, or parent group chair on campus.

Teacher Reps

- Teacher Board Members will be elected by a simple majority vote of all tenure track teachers at MCA
- Only permanent teachers may serve on the Board
- One teacher rep must be currently teaching students from grades K – 2 and one teacher must be currently teaching students from grades 3 – 5.
- No teacher who currently serves as the teacher bargaining unit representative may be elected to a Governing Board seat
- In the event that only one candidate applies it will be a yes/no vote with a simple majority needed for confirmation.

Staff (Classified or Certificated) Rep-

- The Fiscal Manager and Human Resources Manager may not serve on the Governing Board
- No administrator may serve on the Governing Board

- The Employee Board Member must be a permanent employee and will be elected by a simple majority vote of all permanent employees (credentialed and certificated) at MCA
- No classified or certificated staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat
- In the event that only one candidate applies it will be a yes/no vote with a simple majority needed for confirmation.

Classified Rep-

- The Fiscal Manager and Human Resources Manager may not serve on the Governing Board
- The Classified Board Member must be a permanent employee and will be elected by a simple majority vote of all classified staff at MCA
- No classified staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat
- In the event that only one candidate applies it will be a yes/no vote with a simple majority needed for confirmation. If the candidate is not confirmed or no candidate applies it will open to the certificated employees.

Retired Educator –

- The four (4) elected Governing Board Members shall appoint an ad hoc committee composed of current MCA educators including the teacher bargaining unit representative and/or designee which shall be charged with the following:
- **Step 1:** solicit nomination of qualified candidates, instruct interested nominees to submit a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of MCA, its history, goals, etc.)
- **Step 2:** the committee will meet to review candidate's statements, interview candidates and recommend to the Board the candidate(s) for further consideration
- **Step 3:** recommended candidates will address the elected Board and respond to questions from the Board Members. This shall be posted on the Board's agenda so that interested parties can comment to the Board on the proposed nominees
- **Step 4:** the elected Board Members will vote to select one of the qualified candidates to fill the seat for a 2 year term beginning the next month
- Any selected Member can be removed for cause by a majority vote of the elected Board Members
- In the event the Retired Educator seat is unfilled the elected Board Members shall appoint a person who qualifies as an At Large Rep to fill the seat until a retired educator can be selected per the process outlined above. The Board appointment must be ratified by a majority vote of the current UTLA Bargaining Unit

At Large Members and Parent/At Large Member–

- Follow the guidelines set forth in the Retired Educator position with the following exceptions:
- Vacant seat appointments are not subject to ratification by the UTLA Bargaining Unit

- The ad hoc committee shall be composed of no more than 5 members representing the various stakeholder groups

Parent Member –

- Follow the guidelines set forth for the Retired Educator position with the following exceptions:
- Vacant seat appointments are not subject to ratification by the UTLA Bargaining Unit
- The ad hoc committee shall be composed of no more than 5 members of the Community Relations Committee representing the various stakeholder groups

BOARD MEMBER TERMS

Each Board Member shall serve a term of two years. The term of the parent and parent/at large representative shall end the year that the representative is no longer the parent of a student enrolled at MCA. The replacement of the parent and parent/at large representative will be made by the Board after the ad hoc committee process outlined above has been completed.

There are to be no term limits (number of consecutive times a member may run for reelection)

Governing Board terms will commence January 1st and end December 31st

Terms amongst board members are staggered and will be for two years.

GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings

The Governing Board shall meet monthly or more often as needed. At the beginning of the year, the calendar of MCA Governing Board meetings is agreed upon and set for the remainder of the year. The calendar is amended as needed and as agreed upon. Notice of Board meetings, agenda and meeting locations are posted on the school website, in MCA school office kiosks and display cases. are postedThe Board will attempt to achieve consensus, that is, a unanimous vote in favor, in the determination of school-wide policy. When consensus cannot be reached, providing there is a quorum, decisions will be determined by vote, with the will of a majority of two thirds prevailing. In accordance with the Brown Act, no votes will be taken without a quorum.

In order to foster cooperation and collaborative relationship, facilitate communication, encourage a meaningful articulation of ideas, and promote mutual understanding between MCA and non-charter schools within LAUSD, LAUSD staff are encouraged to attend MCA Governing Board meetings.

The MCA Governing Board will also solicit the participation of members of the community who do not have a direct stake in or accountability for the school's educational mission and outcomes as expressed in this charter. Members of the community may attend MCA Board Meetings consistent with open meeting requirements.

Parents are invited to address the MCA Governing Board at MCA Governing Board meetings

during the Public Speaker's portion of the agenda or to offer comment during public discussion of the MCA Governing Board's agenda items.

All MCA Governing Board Meetings are open to the public. Meeting agendas and minutes will be made available as required by California State Law, Education Codes and the Brown Act.

Not later than seventy-two hours prior to a regular meeting and not later than twenty-four hours prior to a special meeting, the MCA Governing Board President in conjunction with the Principal of MCA shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Board members, those persons or entities who have previously requested notice of such meetings, and the public. Notice to the public shall be given through the posting of the meeting's agenda available for public preview on MCA's web site and the notice board outside the MCA charter school office.

The minutes of open session meetings of the MCA Governing Board shall record all motions, show the names of the Board members making and seconding motions, and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the administration and committees, the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The approved copy of the open session minutes shall be signed by the Secretary of the Board. Original minutes shall be bound in chronological order, in volumes by fiscal year and paged consecutively.

All Governing Board Meetings will follow the Brown Act.

Quorum Requirements

A majority of the directors then in office shall constitute a quorum. Except as provided otherwise in the Bylaws, absent a consensus among the MCA Governing Board of Directors, every action taken or decision made by a two-thirds majority of the MCA Governing Board of Directors present at a duly held meeting at which a quorum is present shall be an act of MCA Governing the Board. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. If a member abstains the member's vote will not be counted. The two-thirds majority will then need to be of the remaining voting members.

Teleconference Participation

Members of the MCA Governing Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of LAUSD
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The MCA Governing Board's Authority

- The MCA Governing Board is empowered to operate as the decision-making body in regard to school-wide policies
- The MCA governing structure is designed to foster participation by all stakeholders, and assure the effectiveness of local school control and accountability
- The MCA Governing Board will affirm or reject recommendations made by the standing committees or ad hoc committees established by the MCA Governing Board in collaboration with the Principal.
- The MCA Governing Board will evaluate the Principal and other administrators/managers.
- School-wide policies under the purview of the MCA Governing Board include, but are not limited to the following:
 - Strategic planning
 - Annual budget development and approval
 - Fiscal oversight: The Principal is accountable to the MCA Governing Board on all fiscal matters, with the support of the Fiscal Team (which may include, but is not limited to the Fiscal Specialist, Back Office Financial Providers and special consultants). MCA's Governing Board will approve and monitor the Charter School's annual budget and budget revisions. Acting as the fiscal agent, the MCA Governing Board monitors the receipt of revenue for the operations of the Charter School in accordance with applicable laws and funding sources. In its oversight role, the MCA Board reviews reports submitted by the Budget Committee and the Fiscal Specialist as follows: monthly reviews of profit and loss statement, balance sheet, cash flow analysis, interim reports, unaudited actuals, and final audit. The Board reviews and approves the initial and final annual budget and any budget revisions.
 - Selection, evaluation, and when necessary, termination of administrators and managers
 - Oversight of the hiring, evaluation, and when necessary termination of members of the faculty and staff
 - School calendar
 - Oversight of curricular and extra-curricular programs
 - School facilities and safety
 - Pupil behavior and performance, including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a

- clean campus, participation in extra-curricular activities and discipline proceedings
 - School-community relations
- Establish an ad hoc hiring committee composed of a variety of stakeholder representatives, depending on the position

For a policy or motion to be passed, if consensus cannot be reached, a two-thirds majority of the members will be needed to approve.

President and Vice-President of the MCA Governing Board

Each year the MCABoard will elect a President by a simple majority vote of all MCA Board Members. Any member of the MCA Board may be eligible for this position regardless of which stakeholder group she/he represents.

The President may choose to resign the Presidency with a letter of resignation, in which case the MCA Governing Board will elect a new President for the remainder of the term.

The President may be recalled from the Presidency by a two thirds vote of the MCA Governing Board. In this case, the MCA Governing Board will elect a new President for the remainder of the term.

The Vice-President shall also be elected by the Board. The Vice-president shall assume the President's duties whenever the President is unavailable on a temporary basis.

Recall Procedures

Reasonable grounds for recall may include, but are not limited to: failure to attend MCA Board meetings; existence of conflicts of interest; theft of Charter School funds; failure to uphold and comply with provisions of the charter.

Signatures of 40 percent of the full time staff are needed in order to initiate recall procedures. Within two weeks of receiving this petition, the Principal and a Board designee will oversee a vote of the staff by secret ballot. A two-thirds vote by staff will recall the MCA Governing Board Member in question.

Replacement Procedures

If a Governing Board Member wishes to resign, he or she will submit a letter of resignation to the President of the Governing Board.

If a teacher, staff (classified or certificated), or classified Governing Board Member resigns or is recalled, an election will be held to replace the Board Member for the remainder of that term. If a parent, retired educator, or at large community member resigns or is recalled, the Board may appoint an interim replacement until the approval screening and selection process has taken place.

Governance Structure

1. MCA believes that we best serve our students with a shared leadership structure with a distribution of authority.
2. We envision faculty, staff, parents, students, and administrators bringing concerns and ideas to one or more of the Standing Committees through attending and participating in Standing Committee meetings and submitting written proposals to the Standing Committees.
3. All stakeholders will have representatives on each Standing Committee so that concerns and ideas may also be brought to the attention of the Standing Committees through this representation.
4. The Standing Committees will then work to offer recommendations and programs in the areas of their purview and which do not conflict with provisions of collective bargaining agreements based on the input they receive from stakeholders.
5. Consistent with the Brown Act requirements, Standing Committees will make it a practice to seek the input of stakeholders by publishing their meeting times and agendas (72 hours in advance as required by the Brown Act) and by communicating with the school community on a regular basis. Not later than seventy-two (72) hours prior to a regular meeting and not later than twenty-four hours prior to a special meeting, the Committee Chair shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Committee members, those persons or entities who have previously requested notice of such meetings, and the public. Notice to the public shall be given through the posting of the meeting's agenda available for public preview on MCA's web site and the notice board outside of the MCA Charter school office.

The minutes of open session meetings of the Committee shall record all motions, show the names of the Committee members making and seconding motions, and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the administration, the substance of the Committee's discussion or the substance of statements pertinent to Committee's business made by members of the staff or public. The approved copy of the open session minutes shall be signed by the Secretary of the Committee. Original minutes shall be bound in chronological order, in volumes by fiscal year and paged consecutively.

6. When a Standing Committee is faced with a recommendation that will have a major effect on the entire faculty and staff, that Standing Committee may poll the faculty and staff in order to best represent their constituents when making the decision. Such recommendations may include length of the school day, the structure of the school calendar, special bell schedules, and any changes in working conditions such as salary, benefits, or other contract issues. Any such recommendation must be consistent with and subject to MCA's current bargaining agreements and any obligations by MCA to bargain such changes with PERB recognized unions (e.g. UTLA, CSEA)
7. Recommendations should be created in Standing Committees or Board established ad hoc committees and submitted from those committees to the Governing Board for consideration. Recommendations may include the following: promotion/retention, curriculum, professional development, new construction, use of facilities, budgetary policy, requirements for audits, dress code, attendance policy, and special student programs.

8. All recommendations, whether suggested by Standing Committees, the Principal, or Board Members will come before the Governing Board for final consideration. Submitted with the proposed recommendation will be a statement from the Principal outlining an analysis of the recommendation and his/her recommended action.
9. In non-policy decisions, whenever possible, the Governing Board will seek input from Standing Committees or Board established ad hoc committees.
10. In the best interest of employees of the charter, the Governing Board will act independently on selected non-policy issues such as confidential personnel issues, pending lawsuits, and campus emergencies.
11. In addition to the Governing Board meeting on a regular basis, each Standing Committee will be required to meet a minimum of once a month, but more often as necessary.
12. The Governing Board may propose standing (long term) and temporary (ad hoc) committees to focus on specific tasks and/or recommendations, such as those listed in the initial description of the Governing Board's purview stated previously.

MCA GOVERNANCE BOARD BY-LAWS

By-laws will enumerate internal governance procedures, including Standing Committee procedures and functions. The by-law development process will be established by an ad hoc committee of the Governing Board

Standing Committees

The following Standing Committees with the respective purviews are in operation at this time:

1. **Curriculum and Instruction** – curriculum, instructional delivery, professional development, promotion and retention policies, instructional policies, instructional materials, intervention policies and programs. All grade level chairs or their designees are required to serve on this Committee.
2. **Community Relations** – school safety, security, attendance, and student needs, parent relations, parent center liaison, school-community activities. Subcommittees will include Title 1, ELAC and CEAC.
3. **Personnel**– employee salary, benefits, incentives, work related issues, job descriptions, and recruitment and the hiring process
4. **Budget** – budget development including monitoring monthly expenses and proposing budget adjustments to the Board.

Per board action, the Standing Committee structure can be modified, including the dissolution and creation of a Standing Committee.

Compensation for Board Members

Governing Board members shall be reimbursed for reasonable and necessary business expenses including, but not limited to: mileage to and from Board meetings and Charter school events or meetings; Charter school-related conference attendance and travel; or legitimate business purposes as outlined in the Board's by-laws.

Standing Committee Composition

All full-time employees (with benefits) must be an active member of a Standing Committee.

Each Standing Committee will be composed of at least 12 members:

- 7** Teachers (at least one from each grade level and one out of classroom personnel)
- 1** Administrator/manager
- 2** Parents/community members
- 2** Classified staff members

Each grade level will place their lead teacher or designee on the Curriculum and Instruction Standing Committee and select, through an internally designed process, other teachers to serve on the remaining Standing Committees – accommodations will have to be made for the year round schedule so that each grade level is represented on each council every month. Out of classroom instructors (music, art, library, technology, and science) will decide which Standing Committee they will join so that all four councils have representation.

Administrators/managers and classified staff will each select representatives respectively to serve on the various Standing Committees through their own internally designed selection process.

Parent and At Large Board members will recruit the parent/community members for the various Standing Committees.

Each Standing Committee will then elect its own chair by a simple majority vote.

All members of each Standing Committee are voting members and a quorum of 7 members is necessary to hold a decision-making vote on any issue.

Fiscal Management

The Principal is accountable to the Governing Board on all fiscal matters, with the support of the Fiscal Team (which may include, but is not limited to the Human Resource Manager, the Fiscal Specialist, and special consultants). MCA's Governing Board will approve and monitor the Charter School's annual budget and budget revisions. Acting as the fiscal agent, the Governing Board, monitors the receipt of revenue for the operations of the Charter School in accordance with applicable laws and funding sources. In its oversight role, the Board reviews reports submitted by the Budget Committee and the Fiscal Specialist as follows: monthly reviews of profit and loss statement, balance sheet, cash flow analysis, interim reports, unaudited actuals, and final audit. The Board reviews and approves the initial and final annual budget and any budget revisions.

MCA uses an outside back office financial service provider. We have an on site the Fiscal Manager who oversees all MCA Governing Board approved financial matters on campus. Budget allocations and expenditures will be made public through this office. The financial office will work closely with an outside CPA for the audit of the school's end of the year financial

statements and for appropriate review of procedures and internal control. Each Standing Committee may be authorized by the MCA Governing Board (overseen by the Fiscal Specialist on a monthly basis to ensure a flow of information) to manage the portion of the school's budget under its previously stated purview. The MCA Governing Board may authorize a Standing Committee to make appropriate purchasing recommendations regarding portions of the school's budget. For example, the Curriculum and Instruction committee may recommend how to spend instructional materials funds and funding for intervention programs. However, ultimate approval authority is held by the MCA Governing Board.

Preparing the Annual Budget

The lead teachers will propose their teams' needs to the Budget Committee from a "zero-based budgeting" approach which means that all expenditures will be justified and not necessarily solely based on past practices. Past budgets may serve as a guide. The Financial Officer, Principal, management staff (e.g. cafeteria, maintenance, office) and Standing Committee chairs will review various school proposals as they prepare the budget. This proposed budget will undergo a process of budget hearings led by the Budget Committee. The preliminary budget will be presented in a general stakeholder meeting for input. The resulting budget will be sent to the Governing Board for consideration. The Budget Committee will monitor monthly expenditures and propose necessary adjustments to the yearly budget for presentation to the Board

Amending the Governance Structure

The governing structure of MCA may be revised. Amendments to this governing structure may be proposed in writing and submitted to the Governing Board by any group of ten stakeholders. Amendments to this governing structure may also be proposed in writing and submitted to the Governing Board by two Board members.

Amendments must then be considered for approval by the Governing Board. If approved by the Governing Board, the amendments must also be approved by a majority vote at two designated stakeholder meetings – one for the staff (classified and certificated) and one for the community/parents. Pursuant to Education Code Section 47607, material revisions of the charter shall be made in accordance with the standards and criteria of Education Code Section 47605. All Governing Board activities will be conducted in accordance with its bylaws, which may subsequently be amended pursuant to the amendment process specified in the bylaws, and with relevant state and federal codes governing public agencies. Any amendments to its charter, bylaws, or the bylaws of a "parent" nonprofit corporation, which affect or impact the charter or school operations must be approved through the District's petition amendment process.

The Principal:

Duties include:

- Dissemination and implementation of Board policy
- Management of the charter school
- Prioritized instructional goals and assessments for all staff
- Legal mandates and compliance

- Management of school finances
- Evaluation and personnel matters
- Monitoring of employee contracts
- Implementation of Charter petition
- Community outreach
- Management and evaluation of all staff
- Articulation with Board Committees

Administrators and the School Leadership Team:

The Leadership Team (Principal, Assistant Principal and Instructional Coordinator(s)) will work together with and advise the Board, the Standing Committees, and the Grade Level Teams to provide support for the implementation of MCA's Vision and Mission. No administrator or coordinator may chair a Standing Committee due to potential conflicts of interest.

Notification of Material Revision to the Charter

MCA's charter may be materially revised.

Material revisions may be proposed in writing and submitted to the Governing Board by any group of ten stakeholders. Material revisions to this governing structure may also be proposed in writing and submitted to the Governing Board by two Board members.

Material revisions must then be considered for approval by the Governing Board.

If approved by the Governing Board, the material revisions must also be approved by a majority vote at two designated stakeholder meetings – one for the staff (classified and certificated) and one for the community/parents.

Pursuant to Education Code Section 47607, material revisions of the charter shall be made in accordance with the standards and criteria of Education Code Section 47605.

MCA will submit to LAUSD of any material revisions to MCA's charter. Any amendments to its charter, bylaws, or the bylaws of a "parent" nonprofit corporation, which affect or impact the charter or school operations must be approved through the District's petition amendment process.

Stakeholder Involvement

MCA encourages stakeholder involvement in the Governing Board as board or committee members. Parents and MCA at-large community members are encouraged to submit a statement of candidacy describing their interest in serving as an MCA Governing Board member. The Community Relations Committee, representing all stakeholder groups, creates an ad hoc search committee of no more than 5 members in order to solicit qualified candidates for open Board positions. Interested stakeholders submit documentation including their statement of candidacy and resume to the Board. Next, the ad hoc committee reviews documents and makes recommendations to the Board for candidate interviews. In compliance with the Brown Act, the Governing Board conducts interviews of interested candidates and appoints parent and at-large members of the board.

Parents and community stakeholders are invited to participate in the educational program as volunteers, members of school committees, councils and the Governing Board. Parents are regularly informed about school related events, policies, information and activities through a variety of communications: the school website, mailers, the school newsletter, school marquee, bulletin boards throughout campus, phone calls home, teacher-parent communication, and monthly “Healthy Conversations” with the principal. Parents are invited to engage with school activities and apprised of opportunities and procedures to be involved in both informal and formal capacities.

Stakeholders complete surveys and hear first-hand about new or ongoing educational programs at MCA. They are invited to run for positions on the School Site Council as well as to provide feedback directly to school leadership. They document their thoughts and comments through survey feedback as information as the LCAP is being developed and updated annually.

Parents and community stakeholders are also encouraged to attend regular board meetings to keep apprised of school business, policies and procedures. They are invited to attend committee and council meetings as well as participate with the Parent Center classes and utilize Parent Center resources available for families.

Organizational Management

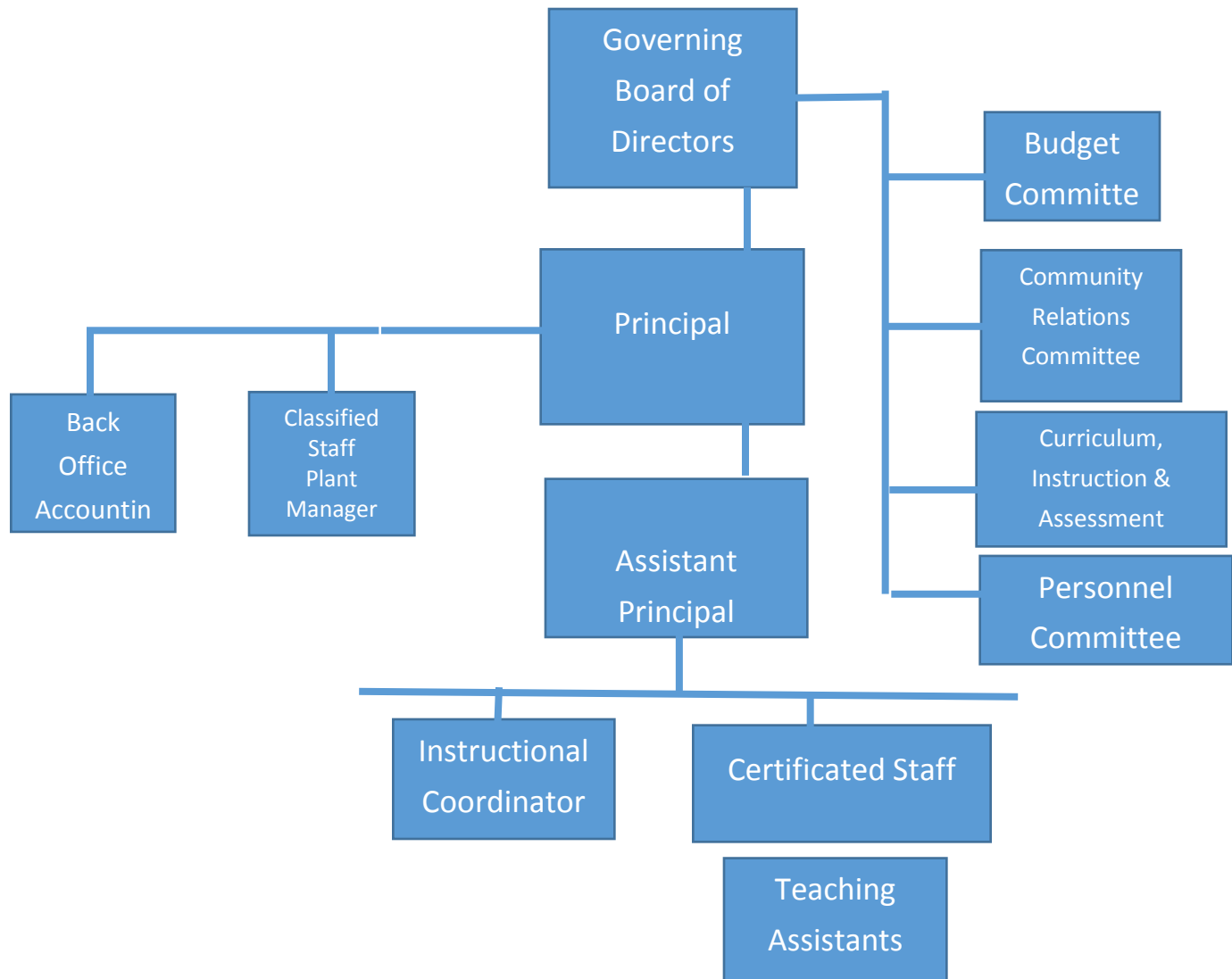
Below is the MCA Organizational chart which describes the operational structure of the Board of Directors, school administration, faculty and staff. The Governing Board of Directors directly supervises the Principal and oversees four committees: Budget; Personnel; Curriculum, Instruction and Assessments; and Community Relations.

The Principal directly supervises the Assistant Principal as well as oversees the daily operation of the school including all classified staff, plant and cafeteria managers and any contracted vendors. The principal also works directly with the back office financial and accounting service provider to supervise the school budget and overall financial health of the school.

The Instructional Coordinator(s) report to the Assistant Principal, who also oversees all certificated staff and the instructional program, inclusive of achievement toward academic performance indicators schoolwide and by each subgroup. Teaching assistants work directly with certificated staff to support the educational program in each classroom.

Montague Charter Academy – Organizational Management Chart

MCA leadership reserves the right to make changes to the organizational structure in response to school, programmatic, or student needs.



Element 5 – Employee Qualifications

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

EMPLOYEE QUALIFICATIONS

Since its inception as an independent charter school in 1997, all employees of Montague Charter Academy for the Arts and Sciences have been committed to high level standards of professional excellence. Employees in all job categories have assumed increased responsibility and ownership of the Charter School and are encouraged to be innovative problem-solvers. All employees, regardless of position, have a genuine commitment to create an enhanced and supportive environment in which academic achievement, hard work and pro-social behaviors are valued and modeled. The employee qualifications will be as follows:

- All employees shall not work for any other employer during their contracted work hours at Montague. As such, any employees of school districts (including LAUSD) who wish to be employed at MCA must take a leave of absence from the District and remain on leave throughout the duration of full-time employment with MCA. As a condition of employment by MCA, all employees will be employed in no other full-time or part-time employment position which would require service during the hours contracted for work at MCA. MCA holds the exclusive right to extend, renew, or revoke employment contracts based on unsatisfactory evaluations following due process and union contracts (where applicable).

- All **employees** shall be fingerprinted and cleared through the Department of Justice and have a current TB Test. No employee will be assigned until MCA receives clearance from the State and Federal Departments of Justice. Any offer of employment made by MCA prior to the criminal conviction/fingerprint check and TB Test will be null and void in the event that the records show that the person does not meet MCA's standards.
- All **classroom teachers** must have a valid teaching credential on file with the California Commission on Teacher Credentialing and must have met the criteria for "highly qualified" status as per state and federal mandates. A current log of all certificated employees and their credentials is readily available for inspection. Teachers at MCA have selected UTLA as their collective bargaining unit.
- All **paraprofessionals** must be high school graduates or the equivalent, must have passed required MCA assessments, and must have met the criteria for "highly qualified" status and all regulations per state and federal compliance (pursuing an AA degree or higher).
- All **classified employees** must present evidence of meeting the qualifications for their specific job assignment as requested by MCA's office of Human Resources.

The following personnel are selected for recommendation to the MCA Governing Board for hiring by the Personnel Committee in collaboration with the Principal or designee: teachers, support personnel, administrative assistants, office technicians, plant managers, paraprofessionals, custodians, cafeteria managers, and cafeteria workers. The Personnel Committee reserves the right to delegate the selection process. The MCA Governing Board will create a special ad hoc committee, the Administrator Selection Committee, separate from the Personnel Committee, to help in the process of hiring all administrators. The MCA Governing Board will directly hire or create a special ad hoc committee, separate from the Personnel Committee, to help in the process of hiring the Fiscal Specialist, and the head of Human Resources. The MCA Governing Board has the final authority to hire or dismiss all employees.

Once hired, all employees are encouraged to develop and maintain a high level of expertise through on-going professional development opportunities. MCA provides all employees with a wide variety of professional development opportunities, which are not limited to their particular job category, but also includes opportunities which promote better understanding of charter school and educational issues in general.

A Personnel Handbook, which is a compilation of federal and state laws as well as policies recommended by the Personnel Committee and approved by the MCA Governing Board, continues to be maintained. The Employee Handbook's content will be consistent with negotiated union agreements and this charter petition and will not include provisions that are contrary to federal or state labor laws. All employees have received a copy of the Personnel Handbook from the Human Resources office and continue to receive revisions to policies as recommended by the Personnel Committee and approved by the MCA Governing Board.

EMPLOYEE POSITIONS AND SPECIFIC QUALIFICATIONS

Administrative Staff

Principal – Evaluated by the MCA Governing Board and charged with oversight of the educational program

Minimum Qualifications:

- Clear tier 2 administrative credential
- 5 years teaching experience
- 2 years administrative experience

Duties include:

- Dissemination and implementation of Board policy
- Management of Charter School
- Prioritized instructional goals and assessments for all staff
- Legal mandates and compliance
- Management of school finances
- Evaluation and personnel matters
- Monitoring of employee contracts
- Implementation of Charter petition
- Community outreach
- Management and evaluation of all staff
- Articulation with Board Committees

Assistant Principal – Evaluated by the MCA Governing Board and Principal in compliance with contract and charged with assisting principal with oversight of the educational program

Minimum Qualifications:

- Preliminary tier 2 Administrative Credential working towards clear
- 5 years teaching experience
- 2 years leadership (e.g. as a coordinator or Teacher on Special Assignment “TOSA”) experience

Duties include:

- Supervise day-to-day operations
- Execute Evaluation of teachers
- Manage Compliance and Accountability reports
- Assist with plant operations
- Oversee school safety
- Assist with executing instructional program

- Oversee special education compliance and programming for students with disabilities
- Coordinate Parent conferences and Parent engagement
- Assist with student discipline
- Assist with student intervention
- Oversee data collection and data management
- Coordinate an action plan for professional development

Instructional Coordinators - Evaluated by the Principal and Assistant Principal in compliance with union contract and charged with supporting the instructional program

Minimum Desired Qualifications:

- Clear Multiple Subject CA Teaching Credential and Satisfactory Performance Evaluations
- Possession of BCLAD/CLAD Certification
- Successful leadership experience as a mentor
- Minimum of five years teaching experience (Primary and Upper Grades)
- Experience working with students with diverse needs
- Ability to provide assistance to teachers as determined by data results, teacher needs, and administrative assignments
- Ability to be collaborative and work well with other professionals
- Ability to establish an environment that encourages the creative and independent use of instructional technology

Duties include:

- Instruction
- Intervention
- Special instructional programs
- Delivery of professional development
- Class support services
- Teacher assistants
- Data analysis for instructional services

Certificated Staff - Evaluated by both the Principal and Assistant Principal in compliance with union contract (UTLA) and charged with executing the instructional program.

Teacher

Minimum Desired Qualifications:

- “Highly-Qualified” Permanent Teaching Status (per UTLA contract/NCLB compliant)
- Successful completion of specialized training to teach highly disadvantaged and underachieving students, as well as English Language Learners and Special Education students (ie. Thinking Maps training, SDAIE strategies, Singapore Math, differentiated instruction, behavior management etc.)
- Strong math, language arts, science, social studies, and arts background
- Ability to communicate and work effectively with staff, parents, and students

Experience working with parents as partners in the classroom

Duties include:

- Delivery of instruction
- Student assessment
- Instructional planning
- Parent communication
- Curriculum development
- Instructional leadership

Certificated personnel will comply with the duties outlined in their union contract (UTLA).

MCA reserves the right through a process outlined in their union contracts to adjust the duties to meet the needs of the staff and students at MCA.

All certificated personnel will have contract-based job descriptions developed through collaboration with MCA’s HR office and the Personnel committee and approved by the Board.

Teacher Assistant – Evaluated by Coordinators in compliance with union contract and charged with supporting the instructional program

Duties include:

- Support for classroom teachers
- Small group instruction
- One-to-one intervention
- Parent communication
- Instructional materials

Classified Employees

Fiscal Manager – Evaluated annually by the Principal and the MCA Governing Board

Minimum Desired Qualifications:

- At least three years of related experience.
- Thorough understanding and commitment to the mission and vision of the school.

Duties Include:

- Monitors the school's accounting systems;
- Assures that all reporting functions are conducted accurately and in a timely manner;
- Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries;
- Working with the Principal, pursues timely receipt of Block Grant, Title I, and other payments to the school;
- Oversees the processing of staff hiring paperwork and human resources responsibilities;
- Advises the Principal as to contracts with vendors for security, transportation, and food services
- Arranges and manages transportation, as needed
- Supervises the placing of orders for office and classroom supplies;
- Oversees and manages annual fiscal audit
- Manages schoolwide purchasing and approval system
- Monitors school inventory
- Responsible for compliance with insurance and federal and state laws regarding school practices
- Coordinates annual budget with the Principal

Clerical Staff – Evaluated by the Principal in compliance with union contract and charged with supporting the operations of the charter school

Minimum Qualifications:

- High school diploma or equivalent

Duties include:

- Support services for staff, students and parents
- School records
- Enrollment of students
- Communication with community
- District, state and federal required reports
- Classification and other reports
- Payroll
- Compliance records

Plant Manager

Minimum Desired Qualifications:

Knowledge of:

- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents

- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
- Procedures for the report, storage, and disbursement of materials and the maintenance of records
- Pollution control regulations
- Methods and materials used in minor maintenance of buildings and equipment
- Principles of supervision and obligations of supervisors under the provisions of the labor agreement applicable to subordinates

Job Duties

- Supervises and participates in custodial work in cleaning rooms, toilets, halls, walks, stairways, shops, auditorium, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
- Prepares, adjusts, and assigns work schedules for regular and special cleaning,
- Prepares school-vacation cleanups, and assures that facilities are unlocked and secured as necessary.
- Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaners, lawn mowers, edgers, weed eaters, and related gardening equipment, and supervises the use of such equipment and other operations equipment.
- Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates corrective action, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
- Maintains inspection records, reports needs for repairs to the site administrator or to the appropriate maintenance office, and may make minor repairs.
- Orders, receives, checks and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.

Custodial Staff – Evaluated by the principal in compliance with union contract and charged with supporting the operations of the charter school

Minimum qualifications:

- Knowledge of cleaning materials such as soap, detergents or solvents

Duties include:

- Maintain clean environment

- Complete custodial assignments
- Manage custodial equipment use
- Maintain grounds
- Ensure safety of campus and facilities

Cafeteria Manager and Staff – Evaluated by the principal in compliance with union contract and charged with supporting the operations of the Charter School

Cafeteria Manager Minimum Qualifications:

Knowledge of:

- Food, food costs, and nutrition
- Nutritional and operational requirements of the National School Lunch and School Breakfast
- Programs, including the evaluation of applications for free and reduced-price meals
- Use and care of kitchen and food service equipment
- Principles of supervision
- Procedures followed in ordering, receiving, storing, heating and distributing meals
- Health and safety rules and regulations pertaining to food establishments
- Cafeteria sanitation and maintenance

Duties Include:

- Supervises and participates in the preparation, heating or cooking, assembling, and serving of food for students and faculty.
- Maintains food quality standards, including appearance and taste.
- Plans menus and follows standardized recipes or procedures to prepare or heat food and follows approved price and portion schedules.
- Supervises food service personnel by setting up work schedules, assigning and directing work, evaluating work performance, counseling, recommending disciplinary action, and participating in on-the-job training of food service personnel and student employees.
- Orders food and supplies and ensures proper storage and use.
- Checks goods received against requisitions and invoices and contacts Stores Section personnel and vendors to correct errors.
- Takes daily and monthly inventories of food and supplies.
- Utilizes cost control procedures to avoid unwarranted cafeteria operations costs.
- Follows approved Hazardous Analysis Critical Control Point (HACCP) housekeeping and safety practices to ensure that sanitary working conditions are maintained in food service environments.
- Prepares, forwards, reviews, and maintains files of records and reports required by the Food Services Division.
- Responsible for all cash deposits, follows cash handling procedures, and ensures that daily bank deposits are made by authorized personnel.
- Ensures that meals meet federal, State and District meal requirements.

- Follows prescribed procedures to protect the anonymity of students who receive free or reduced-price meals.

Cafeteria Staff

Minimum Qualifications:

- Knowledge of care, use, and cleaning of food service and preparation equipment and utensils
- Knowledge of principals of safe food sanitation and handling
-

Duties include:

- Prepares, produces, cooks and serves a variety of food
- Cleaning and sanitizing duties
- State and Federal regulations for food services
- Faculty/staff services
- Food services records

Yard Supervisors – Evaluated by administration in compliance with union contract and charged with supporting the operations of the Charter School

Minimum Qualifications;

- Experience working with students
- High School Diploma

Duties include:

- Student safety
- Yard conflict resolution
- Supervision of recess and lunch recess
- Dismissal
- Cafeteria food program supervision

Salary Schedule:

Salaries for all unionized employees will be in accordance with the salary provisions of the contracts negotiated between MCA and union representatives and approved by the members and the Board. MCA believes in the construct of “same or better.” In no case will an MCA employee receive less in compensation than an employee doing a similar job at LAUSD **unless otherwise agreed upon through the collective bargaining process.**

Current salary schedules and benefits follow the side agreements and contracts negotiated between MCA and the collective bargaining units (those recognized by the Public Employment

Relations (PERB) as representatives of MCA employees). Hiring and dismissal procedures are outlined in bargaining unit contracts negotiated between MCA and employee unions. MCA will continue to negotiate collective bargaining agreements in the future and reserves the right to increase pay schedules based on increased responsibility requirements.

Employee Roles:

To the extent employees chose to be part of a bargaining unit, MCA will negotiate with the bargaining unit(s). The goal or objective of such negotiations will be to have the same or better total compensation package as an employee with similar job classification in LAUSD unless it is mutually agreed with the bargaining unit(s) to temporarily drop below this benchmark due to unforeseen budget reflections.

Education Employment Relations Act:

Montague Charter Academy for the Arts and Sciences is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA). MCA shall comply with the EERA.

Modifications or Revisions to Employee Contract:

Modifications or revisions to union contracts can only occur through negotiation between the bargaining units and MCA through processes outlined in the bargaining unit contracts. The employees reserve the right to review and alter bargaining representation arrangements and to negotiate union contracts through their exclusive representatives. Should the state of California deny collective bargaining to school employees, MCA will be exempt unless charter schools are specifically included in the law which denies collective bargaining to school employees.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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 school-site 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

CUSTODIAN OF RECORDS

MCA Complies with the California Department of Justice requirements with two individuals who perform the duties as the Custodian of Records. Both the Governing Board Secretary and the Principal are Custodians of Records to ensure compliance, transparency and accountability with regard to information of the Charter School.

Most pupil records are maintained at the MCA Charter school site location. Records maintained by MCA are generally kept in the Compliance Office with the Principal and/or the Governing Board Secretary as Custodian(s) of Records. In addition:

1. Pupil records pertaining to student health are maintained in the Health Office with the school nurse as immediate custodian.
2. Pupil records pertaining to student progress, counseling, or guidance assistance are maintained in the Records Office, with the Assistant Principal, as immediate custodian.
3. Pupil records pertaining to attendance are maintained in the MCA Main Office, with the Principal, as immediate custodian.
4. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
5. Special Education IEPs are maintained in the student's cum folder.

Some pupil records such as discipline, special education or psychology records may be maintained in local district, support units or central district offices.

STUDENT HEALTH AND WELLNESS

MCA prioritizes the health and wellness of our students by remaining in compliance for all adults to have appropriate clearance, immunizations, background checks and training prior to working with students and our educational program. Faculty and staff maintain appropriate credentialing, certification and remain current on training and compliance in order to ensure student welfare.

In order to provide safety for all student and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The Plant Manager meets with the custodial staff on a periodic basis to ensure that all safety procedures/requirements are clearly understood and followed. LAUSD safety procedures for site management are followed. The school site will be maintained in a safe manner at all times with consideration of environmental safety a priority.

Student nutrition and health are central to the educational program at MCA. 100% of students participate in free/reduced breakfast and lunch offerings. We prioritize varied and nutritious menu of food items for our students. Additionally, students are instructed in dietary nutrition,

and their physical health is underscored through our Physical Education programs, before and after school programs, through family engagement meetings such as “Healthy Conversations” with the principal and schoolwide events, activities and fundraisers. By educating both children and their families about health and wellness we can ensure students are best-prepared and ready to learn when they come to school.

The Charter School shall function as a drug, alcohol, and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, national origin, ancestry, age medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s sexual harassment policy.

Mandated Child Abuse Reporting

All staff members are mandated child abuse reporters. At the beginning of each school year, procedures to be followed are reviewed with all staff. Each staff member signs an affidavit certifying the training and responsibility as a site reporter. Procedures to be followed are reviewed on a frequent basis. The Charter School SCAN Team offers assistance to staff in reporting, filing and the maintenance of appropriate documentation. MCA retains documentation of training. There are a multitude of resources available to families with various challenges through the Parent Center.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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.

Prior to the beginning of each year school year, Montague Charter Academy will publicize on our website and the school marquee and conduct informational meetings in the MCA school auditorium to inform all segments of the community about MCA’s educational program and support services. Banners will be displayed around the Charter School and flyers will be posted in local businesses announcing meeting dates and enrollment opportunities. All written and oral communication will be presented in English and Spanish (the home language of all current English Learners enrolled at Montague Charter Academy) and other languages as necessary.

Montague Charter Academy conducts Parent Orientation Meetings for each grade level at the beginning of each school year. Open House is conducted for each track on a different evening once a year in the spring. A representative of Montague Charter Academy will attend the Pacoima Community Initiative to invite community members to events and extend general outreach to the community. Additionally, postcards inviting community members to events and tours of the school are mailed to the surrounding communities of Sylmar, Pacoima, San Fernando, Sunland and Tujunga in the spring to announce enrollment procedures.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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 state law 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, 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, 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.

ADMISSION REQUIREMENTS

Admission to Montague Charter Academy for the Arts and Sciences will follow MCA's non-discrimination policy.

MCA will admit all pupils who wish to attend as outlined in Education Code Section 47605 (d) (2)(A). All students who meet the minimum age requirements for attendance in public school are eligible to enroll; MCA does not have admission requirements.

Admission to MCA will not be determined according to the place of residence of the pupil or his/her parent or guardian within the state, except that admission preference will be given to students residing in Montague Street Elementary School's former attendance area.

RECRUITMENT OF STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIO-ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES

MCA will make a special effort (e.g. participation in community events, newsletters, and forums) to distribute its recruitment materials to families of low achieving and/or socio-economically disadvantaged students and hold meetings at MCA to inform families of our programs and services.

100% of current MCA students are designated as socio-economically disadvantaged; students new to enrollment at MCA in kindergarten do not have school records that would indicate low academic performance. We have approximately 10% of students with disabilities enrolled, which is average compared to other elementary schools in our local geographic area. Other schools average 11% of student enrollment as students with special needs.

LOTTERY PREFERENCES AND PROCEDURES

MCA's first responsibility is to hold seats for students residing in the school's original attendance area. Admission preference will be granted for students residing in the specified District boundaries for Montague Street Elementary per Education Code Section 47605(d)(1) for conversion charter schools. Students from the attendance area may enroll throughout the year and MCA is obligated by agreement with the sponsoring district to hold seats open for these students who will take first priority for seats at MCA but not beyond MCA's enrollment capacity of 1000 students.

Students from outside of our original attendance area can also enroll throughout the school year if a seat is available. Once a student is enrolled his/her seat will be guaranteed for future years and will not be displaced by an attendance zone student. Siblings of students already enrolled in the Charter School will be given guaranteed enrollment providing there is space. Transportation to and from school will not be provided by MCA except as required in an IEP for students with disabilities.

PUBLIC RANDOM DRAWING

Should the number of pupils who wish to attend the Charter School exceed the school capacity, admission shall be determined by a public random drawing, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District [EC 47605(d)(2)(B)].

The Principal and Assistant Principal will ensure that communication of the Lottery rules is properly executed. Parents and students will be informed by US Mail, posting on MCA's website, and flyers indicating the dates and rules of the public random drawing. In addition, flyers will be given to parents who complete a "space request" for admission into the Charter School. Dates and rules of the public random drawing will be printed and available for all staff and other interested parties, per request, at the MCA Charter School site.

The lottery will be held annually in March, and families are notified of their enrollment placement in May. The Lottery is held in the MCA school auditorium.

The lottery will be observed by at minimum one administrator, two other school staff members, and three parents in order to ensure fair execution of the lottery rules and procedures.

The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place during April 1st through May 15th, during which time space requests will be made available at the Charter School site for applicants. Application to MCA should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session scheduled in the evening to ensure maximum participation. The purpose of the meeting is to allow parents the opportunity to learn more about the educational program of the Charter School. The content of materials in the admissions process will not be used as a factor of admission, but the requirement helps assure that parents and students are seriously interested in attending MCA.

The school will give admissions priority to the following students in the following order:

1. Students already enrolled at MCA
2. Siblings of students currently enrolled or wards of parents of currently enrolled students
3. Students residing in the former attendance area of Montague Street Elementary School
4. Students who reside in the LAUSD (including traveling students if space is available)
5. Children of current employees of MCA, not to exceed 10% of the school population
6. Students living in California

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.

We will put all applicants into the six listed groups below.

We will identify the number of open spots available.

If there are more spots available than are in the first group all of the first group will be admitted. If there are not enough spots then a lottery will be held for the applicants in the first group. Students whose names are selected in the lottery will be offered a spot for enrollment. Students whose names are not selected will remain on a waiting list numbered by the order their name was drawn for the remainder of the school year. As space opens, each subsequent name will be offered a space at MCA. The MCA School registrar will notify families of an open space by calling the phone numbers listed on the lottery application. Families have 24 hours to respond to the invitation to accept the open space at MCA. Once a family has accepted the space via the phone call, they must complete the enrollment packet within 3 business days or MCA will move to the next name on the waiting list.

If all of the first group is admitted then the process will proceed to the second group following the above procedure, then the third group, then the fourth group.

Parents and students admitted to the Charter School are expected to attend an optional orientation session to review the policies and expectations of the Charter School. The Principal will work to ensure that all families understand these policies and expectations, and that they are aware of ways to be involved in the school activities and decision-making.

Waiting List

After all regular grade-level classes are filled and MCA has reached capacity, a waiting list will be established based on the order of application date. Parents will be notified of their status on the waiting list by the school registrar in May prior to the following school year. When students are moved from the waiting list to eligible enrollment based on grade level capacity, parents will be notified by the school registrar by telephone or mail.

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(b)(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)(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

Annually, the Principal and MCA Governing Board will contract with an accountant or accounting firm to conduct the required annual financial audit. The Principal will work directly with the designated accountant to ensure the audit is completed according to all laws and compliance requirements. The principal will report the audit findings to the MCA Governing Board for review and any required action.

The Principal and President of the MCA Governing Board will ensure that the selected auditor is on the State Controller’s list of approved auditors to conduct charter school audits by annually checking the State Controller’s approved list to ensure compliance and currency.

In the event the audit findings reveal any deficiencies, material weaknesses or audit exceptions, the Principal, in conjunction with the MCA Governing Board will immediately act upon the

findings to propose changes and budget amendments as needed to ensure all fiscal issues are resolved as soon as possible.

The Principal and Board President will ensure the auditor sends the completed audit to all required agencies in compliance with required guidelines and statutory reporting deadlines.

The Montague Charter Academy School Board of Directors will receive and review the audit report, consider any audit exceptions or deficiencies, and develop a plan to resolve them in conference with the auditor to the satisfaction of the auditing agency and LAUSD. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by LAUSD.

Audit exceptions and deficiencies shall be resolved within reasonable timelines as prescribed by LAUSD. If there are any exceptions and deficiencies, Montague Charter Academy will work in concert with the business service provider to address any audit findings and/or resolve any audit exceptions and will submit a report to LAUSD proposing how any exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution.

The independent fiscal audit of Montague Charter Academy is a public record that will be available to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 and the MCD, 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 504 Plan?

Notwithstanding 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, 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.

The MCA staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process. Montague Charter Academy's Discipline Policy is aligned with the LAUSD Discipline Foundation Policy, School Discipline Policy and School Climate Bill of Rights Resolution.

SUSPENSION AND EXPULSION POLICY:

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter

schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 489000 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspensions and expulsions.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the MCA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, using alternative educational environments, suspension, and expulsion. 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. The notice shall state that these Policy and Administrative Procedures are available on request at MCA's Main office in the Parent Student Handbook.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

MCA shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

MCA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

MCA shall ensure appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy

MCA shall utilize alternatives to suspensions and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at MCA or at any other school or a MCA sponsored event at anytime, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses:

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Committed or attempted to commit robbery or extortion.
- d) Caused or attempted to cause damage to school property or private property.
- e) Stole or attempted to steal school property or private property.
- f) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- g) Committed an obscene act or engaged in habitual profanity or vulgarity.
- h) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- i) Knowingly received stolen school property or private property.
- j) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- k) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- m) Engaged in, or attempted to engage in hazing. For the 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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- n) Made terrorist threats against school officials and/or school property. For purposes of this section, “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 property, or the personal property of the person threatened or his or her immediate family.
- o) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- p) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- r) 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 (1).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object such as a knife, unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- f) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the 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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “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 property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- v) 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 (1).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

SUSPENSION PROCEDURES:

Suspensions shall be initiated according to the following procedures:

Conference to Appeal a Suspension

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Administrator.

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 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. The conference shall be held within a reasonable time, unless the parent waives this right or is physically unable to attend for any reason.

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.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

The principal or the principal's designee has the authority to suspend a student.

Notice to Parents/Guardians

At the time of the suspension, the principal or principal's 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 may also state the date and time when the student may return to school. If the principal or principal's designee 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.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension in a school year is 20 days, unless as otherwise provided in state law.

Upon a recommendation of expulsion by the Principal or Assistant Principal, 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 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 pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Principal and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Authority to Expel:

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. . If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) days after the Principal or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Principal or designee to the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or *Sexual Battery* Offenses:

MCA 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, can be rescinded due 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 which shall be

examined only by MCA. 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' use prior to and during breaks in testimony.
3. At the discretion of the Administrative panel , 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 Administrative Panel also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing 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' presence is both desired by the witness and will be helpful to the Charter School. The Administrative 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 presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising 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 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative panel, determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing, the decision of the Board of Directors is final.

If the Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel:

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MCA.

3. Appeal rights and procedures.
4. Information about rehabilitation and reinstatement eligibility.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District upon request.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, MCA shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Disciplinary Records:

MCA shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Right to Appeal:

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education:

The parents/ guardians of the expelled student shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or 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.

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(b)(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, per applicable legal and retirement plan requirements.

RETIREMENT SYSTEMS: STRS/ PERS/ PARS:

Certificated Employees

All full-time certificated employees of Montague Charter Academy for the Arts and Sciences will participate in STRS. Employees will contribute the required percentage, and MCA will contribute the required matching percentage that the sponsoring district is providing. All withholdings (from employees and MCA) will be submitted to the STRS fund by the Charter School’s financial manager and fiscal team, with oversight by our Principal, as required by established guidelines. The MCA Governing Board will be the governing body that will ensure all agreements are followed, maintaining the “same or better” philosophy. Employees will accumulate service credit years in the same manner as all other members of STRS.

Classified Employees

All current non-certificated employees, including cafeteria, clerical and custodial staff, will continue with PERS. Employees and MCA will pay required contributions as designated by PERS. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

Other Employees

MCA will participate in the PARS for eligible teacher assistants and will contribute required contributions as designated by PARS.

MCA has created a committed fund, under the MCA Governing Board's jurisdiction, to set aside funding for all designated retired employees. We recently conducted a new actuarial study in Fall 2016 to identify existing assets and ensure the fund remains solvent. This study enabled us to determine the projected cost of our current employees' retirement health benefits. The MCA Governing Board has selected a third party administrator and manage the retirement fund. The funding is set aside in a committed fund under the Governing Board's authority. This committed fund will continue to be audited annually and adjustments made so that the fund will cover all projected costs for retirees' health benefits from July 1, 2017 through June 30, 2022.

In addition, MCA will continue to develop long-term strategic plans to continue funding these benefits throughout retirement. MCA recognizes that retiree health benefits from July 1, 2017 through June 30, 2022 are part of contract negotiations and MCA may need to adjust funds set aside in the committed fund in supporting retiree health benefits. Should MCA close for any reason during the term of the renewal period, the MCA Governing Board will select a competent company to administer the committed funds account so that retirees will continue to have their health benefits costs paid for during the term of the renewal charter.

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(b)(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.

No student shall be required to attend the Charter School. Students and families will be informed of alternative public school options on the LAUSD website accessed on our computers in our Parent Center, Main Office and school library.

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(b)(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(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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/Principal Leonidas Tarca
Montague Charter Academy for the Arts and Sciences
13000 Montague Street
Pacoima, CA 91331
[See Element 14]

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the LAUSD Board of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 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, Charter School payroll records, 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 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 the Board of Education of the City of Los Angeles ("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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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.

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 within 30 days of all new policies inception, renewals or changes, certificates or such insurance 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."

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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Montague Charter Academy for the Arts and Sciences (also referred to herein as “MCA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(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(b)(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 (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(b)(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 annual update.” (Ed. Code § 47606.5(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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(b)(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 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 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(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Public Records Act.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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. 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.

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(b)(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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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 Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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 state law 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, 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, 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.

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(b)(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)(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:

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School's Calendar
 - r. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement 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 and the MCD, 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:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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, 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(b)(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, per 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(b)(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(b)(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(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

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

Charter School

[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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(i)) or non-renewed by the LAUSD Board of Education; 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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:

9. 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.
10. 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.
11. 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.

12. 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.
13. 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.
14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school

5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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 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:

10. 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.
11. 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.
12. 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.

13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

4. 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.
5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. 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 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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:
 - (iii)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
 - (iv)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.
 - (iii)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.
 - (iv)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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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:

5. 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 the Board of Education of the City of Los Angeles ("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.
6. 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.
7. 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.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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.*

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 within 30 days of all new policies inception, renewals or changes, certificates or such insurance 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."

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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)