

**Massis Charter School  
(MCS)**



**Charter Petition**

**Submitted to  
Board of Education  
Los Angeles Unified School District**



**Request for Five-Year Term  
August 2015 – June 2020**

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## Assurances and Affirmations

Massis Charter School (hereinafter “MCS”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 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. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC47605 (d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

## Element 1: The Educational Program

*“A description of the educational program of the school, designed, among other things, to identify those whom the 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).*

*“A description, for the charter school, of annual goals, 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).*

<b><u>General Information</u></b>	
• <b>The contact person for Charter School is:</b>	Hermine Mahseredjian
• <b>The contact address for Charter School is:</b>	24436 Gilmore St, West Hills, CA 91307
• <b>The contact phone number for Charter School is:</b>	818-635-9659
• <b>The proposed address or target community of Charter School is:</b>	Van Nuys /North Hollywood
• <b>This location is in LAUSD Board District:</b>	Los Angeles Unified School District
• <b>This location is in LAUSD Educational Service Center:</b>	North
• <b>The grade configuration of Charter School is:</b>	TK-5
• <b>The number of students in the first year will be:</b>	150
• <b>The grade level(s) of the students in the first year will be:</b>	TK-1
• <b>The scheduled opening date of Charter School is:</b>	August 2015
• <b>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</b>	450
• <b>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</b>	Traditional
• <b>The bell schedule for Charter School will be:</b>	M-F, 7:50 am to 3:00 pm

- The term of this charter shall be from:

July 1, 2015 to June 30, 2020

## **Community Need for Proposed Charter School**

Massis Charter School will provide a much needed service to the community. MCS will be a sister school to Massis Charter School (MCS), which opened in 2010 and serves a demographically similar community. Two of the Board members of ACS also serve on the MCS board. MCS’s success in educating productive, tolerant, and broad-minded individuals created interest in the surrounding communities. One such community will be served by MCS. ACS’s high API score of 878, coupled with the long waitlist of students who wish to attend Ararat Charter School (over 800 students Grades TK-5, & 396 students in grades TK-1), serve as evidence of Ararat’s success and sustainability. The success of Massis Charter School is an indicator of both MCS’s potential to succeed, and of the need for a second school to meet the growing need of this community.

MCS will follow the lead of ACS in nurturing a very close relationship with its community. Students at MCS will acquire the knowledge of Spanish and Armenian languages and cultures, which will help develop a sense of responsibility to their community, and contribute to the betterment of the American society at large. Also, the school will be engaged in an ongoing communication with the parents to gain their valuable input, and at the same time, help immigrant families understand the democratic principles of the American society.

### **SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

**Address: Van Nuys and North Hollywood; 91401, 91406, 91605, and 91606**

LAUSD Schools	# of Students [YEAR]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[YEAR] Growth API	Met School wide Growth Target?	Met Subgroup Growth Targets?	[YEARS SPAN] API 3 Year Average	[YEAR] API Statewide Rank	[YEAR] API Similar Schools Rank	[YEAR] School Performance Framework Classification (SPF)
Lankershim	493	88	No Data Found	221	Hispanic 80%	Black 9%	White 5%	-24	No	No	801	6	9	Service and Support
Sendak	415	98	No Data Found	312	Hispanic 89%	White 5%	Black 3%	-3	Yes	No	808	4	8	Service and Support
Toluca	444	82	No Data Found	96	Hispanic 73%	White 17%	Black 7%	-2	Yes	No	841	7	8	-- Service and Support
Charter Schools														
Colfax	611	15	No Data Found	53	White 60%	Hispanic 22%	Asian 9%	5	Yes	No	924	9	10	Achieving

No other Charter School found in this neighborhood

As described in the demographic data above, the targeted schools in the Van Nuys and North Hollywood area support the need for a more rigorous Common Core based curriculum. The four targeted schools in different zip code areas have APIs in the 700-800 range. However, all schools have become Program Improvement schools. Some schools have met AYP criteria; yet, no school met all subgroup growth targets.

The goal of MCS is to attain, within 3 years of implementation, a minimum API of 800 and above with a State-wide ranking of 7–8. Based on the data in the chart above, we project an API increase of 20–25 points per year. SQIS = School Quality Improvement System.

## **Student Population to be Served**

MCS intends to open in August 2015 with a projected enrollment of 150 students in grades TK-1. Each year the school will add one grade level of three sections.

The student population will reflect the academic achievement, skills, and interests, as well as the ethnic make-up and socioeconomic status, of the student population of LAUSD. MCS will be non-sectarian in its programs, admission practices, employment practices and all other operations. MCS will not charge tuition and will not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Even though MCS will serve primarily students from LAUSD that reflect the demographic make-up of the district, considering the school's prospective location in the Van Nuys/North Hollywood area, the Hispanic and Armenian student population may be the dominant ethnic groups.

MCS will focus on recruiting new, first, and second generation immigrant students representative of LAUSD student population. In addition to the strong and rigorous instructional programs, MCS will provide language and multicultural programs that will help first and second generation immigrants become acclimated in the American culture while maintaining and valuing their own cultural identity.

MCS will create a small community with an ultimate enrollment of 450 students in grades TK-5. This growth plan will give MCS the opportunity to gradually build its Common Core based curriculum and assessments plans, train teachers in constructivist pedagogy, and build a school culture that values and promotes cultural diversity.

<b>Enrollment Roll-Out Plan</b>					
<b>Grade</b>	<b>2015-2016</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>K (incl. TK)</b>	75	75	75	75	75
<b>1</b>	75	75	75	75	75
<b>2</b>		75	75	75	75
<b>3</b>			75	75	75
<b>4</b>				75	75
<b>5</b>					75
<b>Total</b>	<b>150</b>	<b>225</b>	<b>300</b>	<b>375</b>	<b>450</b>

## **BASIC LEARNING ENVIRONMENT**

MCS will offer a comprehensive TK-5 educational program based on constructivist approach to teaching. It will be single track and will follow the traditional school calendar. The school is committed to providing a well-rounded curriculum in all four core content areas and will allow time for elective courses. To allow for adequate instructional time, the school hours will be 7:50-3:00 for all grade levels, with full day Kindergarten. In lengthening the school day, the school is committed to offering the following:

- A two and one-half hour literacy block each day (Grades TK-3)
- A two-hour literacy block each day (Grades 4-5)
- One hour of mathematics per day, health and electives
- An afternoon block to address science, social studies and electives
- Daily physical education program

*Start-up plan, late spring and summer 2015* - typical pre-opening plans will include:

- Hiring principal and support staff
- Hiring and training of TK-1 teachers
- Securing and preparing the facility
- Ordering books, instructional materials and classroom supplies
- Ordering Office and classroom equipment
- Securing the needed insurance policies

**INSTRUCTIONAL PROGRAM IMPLEMENTATION TIMELINE**

Year	Grade Level	Procedures
2015-16, 2016-17, 2017-18, 2018-19, 2019- 20	TK-1	<ul style="list-style-type: none"> <li>• Train teachers in Common Core based curriculum and assessment</li> <li>• Prepare standards based Long Range plans in math , Language Arts, science and social studies</li> <li>• Prepare and administer per trimester MCS standards based Benchmark assessments for each of the four areas</li> <li>• Introduce the concept of constructivist and thematic approach to teaching</li> <li>• Analyze MCS benchmark assessments and data to plan for instruction</li> <li>• Provide classroom and choral music</li> <li>• Provide art and electives</li> </ul>
	2	
	3	
	4	
	5	
2015-16, 2016-17, 2017-18, 2018-19, 2019- 20	TK-1	<ul style="list-style-type: none"> <li>• Train and begin the gradual implementation of constructivist approaches</li> <li>• Focus on thematic/interdisciplinary strategies, activities and projects</li> </ul>
	2	
	3	
	4	
	5	

2015-16, 2016-17	TK-1 cohort TK-2 cohort	<p>Conduct the TK/K-1 and TK/K-2 cohort group analysis based on MCS benchmark assessments and SBA results and use data to make instructional decisions with respect to:</p> <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Instructional strategies</li> <li>• Interventions and enrichment activities</li> <li>• Allocation of resources</li> <li>• Staff development</li> </ul>
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## **Goals and Philosophy**

### **VISION**

The vision of Massis Charter School is for all students to be high-achieving, lifelong learners and thinkers, who will become productive, thoughtful and responsible world citizens with an appreciation for cultural diversity.

### **MISSION**

MCS is committed to developing, nurturing, and educating the whole child to her/his maximum potential in an environment that actively engages students in rigorous and relevant programs. The standards based curriculum promotes academic excellence and prepares all students for success in higher educational institutions and life. MCS recognizes the multicultural composition of the society and values cultural and linguistic diversity.

### **GOALS**

MCS offers a collaborative, experiential learning environment that emphasizes individual student achievement and inspires children to reach beyond themselves. The implementation of its curriculum is grounded on recent empirical research in constructivist theory (Piaget, Dewey, Bruner, Eisner), and best instructional strategies (Marzano). To this end the school will pursue the following goals:

#### ***Instructional Programs:***

- All curriculum design is aligned with the Common Core State Standards.
- Standardized testing required by the State will be an integral part of our assessment.
- School developed benchmark assessments, such as, rubrics, project, student portfolios and student exhibits are an integral part of our ongoing assessment of student progress.
- Lessons will be taught across the disciplines through project-based curriculums
- Provide a collaborative experiential learning environment for students to develop their interpersonal skills and nurture mutual respect, civic responsibility and life-long learning

#### ***Professional Development:***

- Provide a professional development program that is job-embedded and is based on inquiry approach and research.



- Establish partnerships with Institutions of Higher Education for professional growth.
- Provide teachers with opportunities to develop their leadership skills by serving as mentors and facilitators.

***Community and Family participation:***

- Partner with community organizations to provide students with opportunities for field trips.
- Secure members of the community to serve as speakers, presenters and mentors.
- Provide students with opportunities for community services.
- Establish a family education program in literacy.
- Establish Parent Advisory committee to provide valuable input into school issues.

***Our students will...***

- Achieve academic excellence in an environment that emphasizes critical thinking, self-inquiry and collaboration.
- Engage in Fine Arts programs, such as visual and performing arts.
- Acquire literacy in information technology.
- Demonstrate positive attitudes and appreciation of cultural diversity.
- Act with a sense of civic responsibility and demonstrate social consciousness.
- Practice good habits of personal fitness and well-being.

## **PHILOSOPHY**

***What does it mean to be an “Educated Person” in the 21st Century?***

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. Students will be well prepared for college and career-readiness.

***The Academic Attributes of an Educated Person in the 21st Century Include:***

- Knowledge of and ability to demonstrate solid skills in speaking, reading and writing
- A core knowledge which includes cultural, mathematical and scientific literacy
- Understanding of the scientific process
- Knowledge of history
- Ability to think critically, creatively, analytically, and logically
- Ability to use technology as a tool and understanding its uses
- Ability to gather and organize information
- Understanding of the mathematical process including application
- Ability to critically assess data
- Ability to appreciate, enjoy and respect the visual and performing arts
- Understanding of the political process

***The Personal Attributes of an Educated Person in the 21st Century Include:***

- Concentration, focus and perseverance
- Ability to work cooperatively with others and succeed in the society at large

- Adaptability
- A strong sense of connection to, and responsibility for the community
- Valuing relationships, respect for others and for authority
- Ability to honor differences including cultural, ideological and philosophical
- Resourcefulness, confidence and motivation
- Enthusiasm, a sense of wonder and curiosity
- A passion for lifelong learning
- Ability to communicate with respect and compassion
- A strong social conscience
- Celebration of diversity
- A global perspective
- Success in the global economy
- Ability to think logically, make informed evaluations and solve problems

A research was conducted to obtain the list of elementary charter schools in the Los Angeles area that use the constructivist approach. As indicated in the table above, five schools were selected at random. The data reported in the above table merit the following observations:

- The average API of the five schools is 840 which is higher than the LEA by 91 points and the State by 51 points.
- The API scores of 100% of the schools were higher than the LEA and the State.
- All the schools showed positive gains ranging from 5-49 points in one year.
- The average API of significant subgroups as reported by the schools is: Hispanic/747, Black/730, and White/876.

<b>Demographic Information for Constructivist Schools LAUSD AND LACOE</b>								
	<b>2013 API</b>	<b>Growth 12-13</b>	<b>LEA &amp; State API 13</b>	<b>Sig. Subgroup Growth API 13</b>	<b>%Students Eligible for Free/ Reduced Lunch</b>	<b>Major Ethnicity #1 %</b>	<b>Major Ethnicity #2 %</b>	<b>Major Ethnicity #3 %</b>
Our Community	871	19	749/789	Hispanic/823	49	Hispanic 24	White 63	African American 5
Odyssey	828	43	749/789	African American /730	30	White 35	African American 29	Hispanic 29
Pacoima	792	5	749/789	ELL/672	98	Hispanic 97	African American 2	White 1
Larchmont	872	49	749/789	White/912	29	White 54	Hispanic 17	Asian 14

CHIME	839	5	749/789	White/839	4	White 15	Hispanic 18	-
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MCS will utilize the constructivist approach as described in Element 1. The above mentioned constructivist schools made an average growth of 40 points in one year. The average API of the regular schools described in Table 1 is 794. By projecting a minimum growth of 20-25 API points per year, we believe that the goal of achieving an API of 800 is attainable within four years.

The founding members believe that the following six main facets of the envisioned instructional program will insure MCS students will outperform neighboring schools: 1) provide rigorous Common Core instruction and Smarter Balanced Assessment; 2) maximize and deepen student learning through the “thinking” curriculum and experiential learning through constructivist strategies; 3) utilize multiple and flexible methods of representation, expression and engagement; 4) provide strong support for English Language Learners, as well as instruction in a second language; 5) maximize student learning by including parents and the community as key participants; and 6) provide enriched visual and performing arts curriculum.

**HISTORY**

In 2007, a group of dedicated individuals from the Los Angeles Armenian community established Ararat Charter School Association, Inc., and proceeded to work on the possibility of establishing a charter school located in the Van Nuys/North Hollywood area.

The current Governing Board of MCS includes two of the board members serving on MCS’s board. The MCS Board respectfully submits this charter petition to the Los Angeles Unified School District to establish a TK-5 integrated, comprehensive and experiential learning environment. It will use a global perspective to teach about the interconnectedness of communities and their environments.

The template below includes the measurable outcomes that otherwise would be addressed in Element 2. A completed State Priorities table provided in this Element will meet the LCFF requirements for Element 2 and can be incorporated into Element 2 by reference.

<b>TEACHER ASSIGNMENTS AND CREDENTIALING</b>					
STATE PRIORITY #1: BASIC SERVICES					
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES			
		Method for Measuring: <u>SEID Lookup, LAUSD Annual Review and Internal Audits</u>			
		2015	2016	2017	2018
		2016	2017	2018	2019
				2019	2020

Provide high quality of services for students at MCS  Teacher assignments (Williams)	Maintain the appropriate credentials and assignments of teachers in the subject areas and grade-levels for the pupils they are servicing	Teacher assignment (Williams)  100% Compliant	Teacher assignment (Williams)  100% Compliant	Teacher assignment (Williams)  100% Compliant	Teacher assignment (Williams)  100% Compliant	Teacher assignment (Williams)  100% Compliant
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**ACCESS TO INSTRUCTIONAL MATERIALS**

STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>LAUSD Review &amp; Internal Audits</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Provide students with instructional materials that align with state standards	Provide pupil access to Common Core standards aligned instructional materials in mathematics and language arts	Standards aligned instructional materials (Williams)  100% Compliant	Standards aligned instructional materials (Williams)  100% Compliant	Standards aligned instructional materials (Williams)  100% Compliant	Standards aligned instructional materials (Williams)  100% Compliant	Standards aligned instructional materials (Williams)  100% Compliant

**FACILITIES MAINTENANCE**

STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>School Report Card &amp; SARC</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To provide and maintain facilities and provide basic service for students and schools	Maintain school facilities in good repair	School Report Card & SARC report  95% in good or exemplary repair	School Report Card & SARC report  100% in good or exemplary repair	School Report Card & SARC report  100% in good or exemplary repair	School Report Card & SARC report  100% in good or exemplary repair	School Report Card & SARC report  100% in good or exemplary repair

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

STATE PRIORITY #2

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>Summative Evaluations</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020

Implementation of Common Core standards	<p><b>Curriculum:</b> Create pacing guides and assessments aligned with CAASPP</p> <p><b>Professional Development:</b> Professional development to support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education</p>	Conduct evaluation of the Pacing Guide implementation, Assessment and Student Achievement Data 100% Compliant	Conduct evaluation of the Pacing Guide implementation, Assessment and Student Achievement Data 100% Compliant	Conduct evaluation of the Pacing Guide implementation, Assessment and Student Achievement Data 100% Compliant	Conduct evaluation of the Pacing Guide implementation, Assessment and Student Achievement Data 100% Compliant	Conduct evaluation of the Pacing Guide implementation, Assessment and Student Achievement Data 100% Compliant
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**PARENT INVOLVEMENT**

STATE PRIORITY #3

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>School Experience Survey &amp; Parent Workshop Sign-In</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To increase Parent Training Participation	Provide parent training, learning opportunities and workshops on Common Core State Standards notifications of ELD placement, progress, and reclassification	Parent workshops 6%	Parent workshops 9%	Parent workshops 12%	Parent workshops 15%	Parent workshops 20%
To increase the number of parents providing input about school conditions	Increase the number of parents completing the School Experience Survey	School Experience Survey Baseline	School Experience Survey Baseline + 5%	School Experience Survey Baseline + 10%	School Experience Survey Baseline + 15%	School Experience Survey Baseline + 20%
To train parents on how to support learning at home and at school	Increase percentage of parents trained on academic initiatives by providing workshops per year on ELPAC, CCSS, English Learner Master Plan, Use of Technology	Parent workshops Baseline	Parent workshops Baseline + 5%	Parent workshops Baseline + 10%	Parent workshops Baseline + 15%	Parent workshops Baseline + 20%

**STATEWIDE ASSESSMENTS**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and	SPECIFIC	MEASURABLE OUTCOMES				
		Method for Measuring: <u>SARC and CAASPP Data</u>				

subgroup goals as applicable)	ANNUAL ACTIONS	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To increase the number of students who score Proficient or above in English Language Arts on CAASPP Assessment	Increase students scoring Proficient and above on the CAASPP baseline English language arts scores established in 2015-2016	CAASPP Data  Baseline + 3%	CAASPP Data  Baseline + 6%	CAASPP Data  Baseline + 9%	CAASPP Data  Baseline + 12%	CAASPP Data  Baseline + 15%
To increase the number of students who score Proficient or above in Mathematics on CAASPP Assessment	Increase student scoring Proficient and above in CCSS CAASPP Mathematics scores	CAASPP Data  Baseline + 3%	CAASPP Data  Baseline + 6%	CAASPP Data  Baseline + 9%	CAASPP Data  Baseline + 12%	CAASPP Data  Baseline + 15%

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>API &amp; CAASPP Data</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
<p>Increase Proficient and above CCSS/ CAASPP, Benchmark Math &amp; ELA</p> <p>Increase the number of English Learners who reclassify as Fluent English Proficient</p> <p>Increase the number of EL's learning and attaining English proficiency</p> <p>Increase Proficient and above over CCSS/ CAASPP benchmark Math &amp; English Language Arts</p>	<p><b><u>Programs &amp; Intervention:</u></b> Targeted to the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related 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, or complete school. These programs include Special Education</p> <p><b><u>Academic Interventions and Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>• ELA &amp; Math</li> <li>• Multi-tiered RTI Model</li> <li>• Literacy supplemental materials</li> <li>• Arts Integration Programs</li> <li>• Social Studies and Science Integration Programs</li> </ul> <p><b><u>Special Education:</u></b></p> <ul style="list-style-type: none"> <li>• Integration of students in General Education Setting</li> <li>• Special Day program</li> <li>• Resources Specialist</li> </ul>	CAASPP Data  Baseline + 3%	CAASPP Data  Baseline + 6%	CAASPP Data  Baseline + 9%	CAASPP Data  Baseline + 12%	CAASPP Data  Baseline + 15%

	<ul style="list-style-type: none"> <li>• Transition services</li> <li>• Language and speech services</li> <li>• Occupational Therapy</li> </ul> <p><b><u>For English Learners:</u></b> Implementation of the Elementary English Learner Master Plan</p> <p><b><u>For Foster Youth:</u></b> Foster youth support plan includes opportunities for counseling, and psychologist support services</p> <p><b><u>For Re-designated Fluent English Proficient pupils:</u></b></p> <ul style="list-style-type: none"> <li>• Provide a multi-tiered system of supports for English Learners and struggling readers, inclusive of redesigned Fluent English proficient students (RFEPS)</li> <li>• Educational services serving all students, inclusive of unduplicated students</li> <li>• Augmentation to Special Education services addressing over-referral and identification of students</li> <li>• Focus on school climate and student engagement at MCS</li> <li>• Provide more resources to support parent engagement; Increase parental engagement, training, and workshops</li> <li>• Provide administrative and library services supported by a Common Core-aligned arts plan integrated into the Elementary curriculum to support literacy and numeracy. This strategy supports all unduplicated populations.</li> </ul>					
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**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
N/A	N/A	N/A	N/A	N/A	N/A	N/A

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>CEDLT Data</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020

To increase the number of English learners demonstrating progress towards mastery of the English language.	To increase one level of English Language Development per year	ELD Portfolios  Portfolio level base line	ELD Portfolios  Baseline +1 level	ELD Portfolios  Baseline + +2 level	ELD Portfolios  Baseline + 3 level	ELD Portfolios  Re-designate
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**ENGLISH LEARNER RECLASSIFICATION RATE**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>CELDT Data</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To increase the number of English Learners who achieve full English language proficiency	Increase the number of English learners who reclassify as Fully English Proficient	English Learners AMOA 1-CELDT Annual Progress English Learners achieving proficiency in English (AMAO 2) Reclassification Rate  Baseline	English Learners AMOA 1-CELDT Annual Progress English Learners achieving proficiency in English (AMAO 2) Reclassification Rate  Baseline + 2%	English Learners AMOA 1-CELDT Annual Progress English Learners achieving proficiency in English (AMAO 2) Reclassification Rate  Baseline + 4%	English Learners AMOA 1-CELDT Annual Progress English Learners achieving proficiency in English (AMAO 2) Reclassification Rate  Baseline + 6%	English Learners AMOA 1-CELDT Annual Progress English Learners achieving proficiency in English (AMAO 2) Reclassification Rate  Baseline + 9%

**AP EXAMINATION PASSAGE RATE [High Schools Only]**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
N/A	N/A	N/A	N/A	N/A	N/A	N/A

**EAP COLLEGE PREPAREDNESS RATE [High Schools Only]**

STATE PRIORITY #4: STUDENT ACHIEVEMENT



ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
N/A	N/A	N/A	N/A	N/A	N/A	N/A

**SCHOOL ATTENDANCE RATE**  
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>Weekly Attendance Audits, Monthly Attendance Reports, P1 and P2 Reports</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To achieve or maintain school attendance rates that support student learning	<ul style="list-style-type: none"> <li>• Increase annually the percent of students attending 175-180 days</li> <li>• Implementation of safe school plan for student discipline and</li> <li>• Increase attendance incentive programs</li> </ul>	Attendance Rate  Baseline	Attendance Rate  Baseline + 3%	Attendance Rate  Baseline + 6%	Attendance Rate  Baseline + 9%	Attendance Rate  Baseline + 12%

**CHRONIC ABSENTEEISM RATE**  
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: <u>Weekly Attendance Audits, Monthly Attendance Reports, P1 and P2 Reports</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
<b>Need:</b> To decrease chronic absenteeism	Decrease the number of students missing 10 or more school days each year  Parent workshops and meetings	Attendance Rate  Baseline	Attendance Rate  Baseline – 1%	Attendance Rate  Baseline – 2%	Attendance Rate  Baseline – 3%	Attendance Rate  Baseline – 4%

**DROPOUT RATE [Middle and High Schools Only]**  
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020

N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>GRADUATION RATE [High Schools Only]</b> STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>STUDENT SUSPENSION RATE</b> STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Suspension and Expulsion Reports, CALPADS End of Year Reports</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
To reduce the number of student suspension	Continue positive behavior support plans and activities that have resulted in low suspension rates at MCS <ul style="list-style-type: none"> <li>School Climate</li> <li>Student engagement</li> <li>School Attendance Rates</li> <li>Implementation of safe school plans for student discipline</li> <li>Student discipline training</li> </ul>	MCS Student suspension rate  Baseline	MCS Student suspension rate  Baseline - 1	MCS Student suspension rate  Baseline - 2	MCS Student suspension rate  Baseline - 3	MCS Student suspension rate  Baseline - 4
<b>STUDENT EXPULSION RATE</b> STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Suspension and Expulsion Reports, CALPADS End of Year Reports</u>				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Maintain low levels of expulsion	Continue positive behavior support plans and activities that have resulted in no expulsions at MCS <ul style="list-style-type: none"> <li>School Climate</li> <li>Student engagement</li> <li>School Attendance Rates</li> <li>Implementation of safe school plans for student discipline</li> <li>Student discipline training</li> </ul>	Baseline – 2%	Baseline – 4%	Baseline – 6%	Baseline – 8%	Baseline – 10%
<b>[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</b> STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify school wide	SPECIFIC	MEASURABLE OUTCOMES Method for Measuring: _____				

and subgroup goals as applicable)	ANNUAL ACTIONS	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
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<b>BROAD COURSE OF STUDY</b> STATE PRIORITY #7						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>[OTHER STUDENT OUTCOMES]</b> STATE PRIORITY #8						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Increase access to technology resources for the school, teachers, and students	<ul style="list-style-type: none"> <li>MCS will have high speed Internet access so that students can do online research and teachers can design web and learning quests.</li> </ul>	Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes	Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes	Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes	Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes	Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes
Increase capacity of internet speed and infrastructure	<ul style="list-style-type: none"> <li>Students will become proficient at using presentations like PowerPoint, using desktop publishing software, and using the Internet for research.</li> </ul>	Baseline	85%	90%	95%	95%

## Instructional Design

### *How Learning Best Occurs*

MCS believes that each and every child can be academically successful, and that each and every student is unique. The School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. MCS also believes in the use of meaningful assessment methods in order to meet the needs of each student.

A major effort will be made to ensure that each child will maximize the understanding and mastery of all instructional areas. We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials, immediate and meaningful feedback and benchmarks of progress, enriched environment and collaborative learning opportunities.

The educational philosophy at MCS synthesizes the *constructivist* approach with elements from the following schools of thought: *Developmental Stages* as defined by Jean Piaget, *Behaviorist* orientation to learning,

*In addition, learning best occurs when students are operating within their Zone of Proximal Development (ZPD). The Zone of Proximal Development delineates the differences between a student's ability and potential to learn. Therefore, MCS will utilize scaffolding techniques, such as, structuring learning experiences that are differentiated to meet the needs of each child within the ZPD.*

*(Vygotsky, 1978)*

*Multiple Intelligences* developed by Howard Gardner, Jerome Bruner, *Bloom's Model of critical thinking (Taxonomy)*, *Accelerated Schools Model* developed by Levin and colleagues at Stanford, and *Problem-Based learning*.

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. Constructivism has two major elements: 1) cognitive constructivism, which is about how the individual learner understands things as proposed by Jean Piaget. In terms of developmental stages, Piaget claims that learning is dependent on the developmental stages of the individual. Elementary level students, who are at the concrete level of operations, learn by being engaged in hands-on activities and using models. Jean Piaget suggested that through processes of *accommodation and assimilation*, individuals internalize knowledge and construct new knowledge from their experiences: and 2) social constructivism which emphasizes how meaning and understanding grow out of social encounters (Vygotsky). A significant basis for constructivism was laid down by Vygotsky in his theory of the *Zone of Proximal Development (ZPD)* claiming that students do best when they are working in collaboration with an adult.

Constructivist teaching and learning theories and strategies are consistent with the theories of Benjamin Bloom's Model of Critical Thinking. In an environment where students learn by doing and experimenting and building new knowledge, they would have the opportunity to put into practice Blooms' Taxonomy, such as, knowledge, comprehension, application, analysis, synthesis and evaluation.

Jerome Bruner in his *The Process of Education: Towards a Theory of Instruction (1966)* wrote: "*to instruct someone, is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think for himself.*"

Constructivist approaches also allow students to engage in learning activities based on their learning styles. Howard Gardner's, author of *Multiple Intelligences* proposes that each person has a different intellectual composition and that we can improve education by addressing the multiple intelligences of our students, such as, Visual, verbal, logical, kinesthetic, rhythmic, intrapersonal, interpersonal, naturalist, and existentialist.

Philosophical principles from *Accelerated Schools* that underlie instructional programs include that powerful learning experiences are provided for all children through the integration of curriculum, instruction and organization, including at-risk children.

Constructivist learning environment also lends itself to Problem-Based Learning (PBL) strategies. PBL is a student-centered instructional strategy in which students work cooperatively in groups to seek solutions to real world problems. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources (*Bloom's Taxonomy*).

Constructivist teaching also emphasizes thinking, understanding, reasoning and applying knowledge while it does not neglect basic skills. It is guided by five basic elements: 1) activating prior knowledge, 2) acquiring knowledge, 3) understanding knowledge, 4) using knowledge, and 5) reflecting on knowledge (*Tolman and Hardy, 1995*)

An eight year study by Aikin and Wilford and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with habits of mind needed to create healthy, stable, self-directed, productive lives.

Other studies conducted with elementary students indicate the following findings. The first study conducted by Guthrie et al (2004) compared instructional methods for third grade reading comparing traditional approach such as teacher directed lessons, with that of constructivist including student choices, collaboration and hands-on activities. The constructivist approach resulted in better student reading comprehension, cognitive strategies and motivation. The second study conducted by Jong Suk Kim found out using constructivist teaching with 6<sup>th</sup> graders resulted in better achievement than the traditional teaching methods. Students also showed better retention of knowledge than those taught by the traditional approach. This study also found out that students preferred the constructivist methods over the traditional.

Benefits of constructivist approaches include: 1) children learn more and enjoy learning; 2) education works based when it concentrates on thinking and understanding; 3) constructivist learning is transferable; 4) constructivism gives student ownership of what they are learning; 5) by grouping learning activities in an authentic, real-world context, constructivism stimulates and engages students; and 6) constructivism promotes social and communication skills.

Consistent with the above mentioned theories, we believe that students learn by doing, actively scaffolding new knowledge and experience onto old. Students at MCS will work with real things (models, manipulative, animals, gardens, calculators, technology, etc., as much as possible. This constructivist approach to teaching and learning will be the basis of our educational program.

MCS presents a balanced approach to instruction. Based on the state requirements of standards-based content and assessment, the school will develop a viable curriculum that is aligned with the Common Core State Standards and will develop benchmark assessments to measure the extent students meet the standards. Both state and district standards will be explicitly embedded in the curriculum.

Teachers will receive on-going professional development in the implementation of this curriculum, and will be encouraged to supplement and adapt materials according to local conditions and needs of the student population.

The Principal and professional staff will be knowledgeable of local instructional networking opportunities. Staff will explore their applicability to our school environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes.

The school shall operate a longer school day and the number of minutes of instruction in the student year will meet or exceed state standards.

## **INSTRUCTIONAL APPROACHES**

The instructional programs at MCS will encompass themes from major research findings conducted over the past 40 years. They will address the following areas: 1) School level factors, such as “*Guaranteed and viable curriculum*”; 2) Teacher level factors, such as, *instructional strategies and curriculum design*; and 3) Student level factors, such as, *motivation and home environment*. These factors have been identified as having the greatest impact on student achievement. (Marzano and Teddie, 2000; Good & Brophy, 1986)

In addition, the school recognizes that learning is not a linear process. Students will be provided with learning opportunities and teaching strategies where they are able to construct personal meaning, such as, process writing, problem-based mathematics, investigative science, and experiential social studies.

The teaching strategies at MCS are based on the constructivist approach, where students are engaged in meaningful work, and are given opportunities to investigate, question, analyse, and construct new meanings and understandings. (Bruner, 1966, 1996, Cortez, 1986, Wiggins and Mc Tigh 2005)

Therefore, the classroom environment at MCS will be organized to reflect the following constructivist approaches:

- Curriculum is presented with emphasis on big ideas and concepts.
- Learning activities incorporate manipulatives.
- Students are encouraged to pose questions, analyse, interpret and construct new meanings.
- Assessment is embedded in the instruction that includes exhibits, projects, and portfolios
- Students primarily work in cooperative groups.

## **Curriculum and Instruction**

### **EDUCATIONAL PROGRAMS**

*Cal. Ed. Code § 47605(b)(5)(A)(i): “A description of the educational program of MCS the school, is designed, among other things, to identify those whom the 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.*

*(ii) A description, for the charter school, of annual goals, 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.*

Pursuant with EC Section 60605, the School will successfully implement the California State Board of Education (SBE) adopted core curriculum in Language Arts, Mathematics, Science and Social Studies. The curriculum will be rigorous and the curriculum materials will meet all state standards and prepare students for the annual state assessment tests. The school will provide time and guidance for faculty to develop standards based curriculum and teaching practices. The curriculum will be based on the Common Core state standards

and will include the following: a) Common Core state standards; b) instructional strategies; c) assessments; and d) resources.

All students will also receive instruction in arts, music, life skills, and reference/computer skills and will have access to extra-curricular activities.

## **ENGLISH LANGUAGE ARTS**

### **CALIFORNIA CONTENT STANDARDS WRITING GENRE**

Language Arts instruction is a priority at MCS. The school recognizes that fluency in Language Arts is the enabling skill that is of paramount significance in acquiring competency in academic disciplines, and experiencing personal, social and economic success. Literacy is the key to becoming independent and lifelong learners. (*California Language Arts Framework*)

To this effect, MCS will provide a comprehensive Language Arts program based on the following four domains described in the Framework: 1) *Listening* 2) *Speaking* 3) *Reading* 4) *Writing*

The Language Arts curriculum developed by the staff will be based on the *Common Core State Standards*. “*Representative Content Standards and Instructional Connections for the Language Arts as described in the Framework*. In addition, to the comprehensive curriculum teachers will develop a pacing guide in the form of Long Range plans for each trimester. These plans will delineate the reading strategies, word recognition and vocabulary skills writing strategies and writing genre, listening and speaking skills.



Grade Level	Writing Genre	Trimester Assessments Based on School developed prompts and rubrics
Grade 1	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Opinion Writing</li> <li>• Brief Expository Descriptions</li> </ul>	
Grade 2	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Opinion Writing</li> <li>• Friendly letter</li> </ul>	
Grade 3	<ul style="list-style-type: none"> <li>• Personal and formal letters, thank-you letters, invitations</li> <li>• Descriptions using concrete sensory details</li> <li>• Narratives</li> </ul>	
Grade 4	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Responses to Literature</li> <li>• Information Reports</li> <li>• Summaries</li> </ul>	
Grade 5	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Responses to Literature</li> <li>• Research Reports</li> <li>• Persuasive letters or Compositions</li> </ul>	

These plans ensure that the core curriculum and essential standards and skills are covered at each grade level coherently and consistently. We will also utilize the long-range plans as a vehicle for the vertical/horizontal articulation approach to guarantee that the core curriculum and essential standards are articulated across grade levels.

Furthermore, the Long Range plans will include summative benchmark assessments developed by the staff to assess student progress and mastery. These assessments will be administered three times a year (*See Element 3 for details*). As recommended in the Framework, a two-hour literacy block will be provided per day, per grade level. The MCS curriculum will be based on Common Core State Standards (CCSS).

The Common Core College and Career Readiness Anchor Standards for Reading -- for English Language Arts and Literacy-- are organized around the College and Career Readiness (CCR) Anchor Standards. They define the general cross-disciplinary literacy expectations for students in preparation for college and workforce. The standards are divided into the following strands: Reading, Writing, Speaking and Listening, and Language Arts. Standards require students to learn to read the reading material, analyze, engage in collaborative discussions, share and reform viewpoints through a variety of written and speaking applications, and use the language effectively in a variety of content areas. Also, the CCR Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. (California's Common Core State Standards for English, Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects).

The MCS, TK–5 Curriculum based on CCR Standards will define what students should understand and be able to do by the end of each grade-level. They will correspond to the College and Career Readiness (CCR)



anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—together they define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently.

The CCR Standards for English Language Arts/Literacy will help build creativity and innovation, higher level critical thinking and problem solving, collaboration, and communication. The standards develop the foundation for creative and purposeful expression in language—fulfilling MCS vision that all students graduate from our school as lifelong learners and have the skills and knowledge necessary to be ready to assume of future educational challenges.

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in those fields

that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.

As far as the writing genre is concerned, teachers will select from the following genre as provided in the Framework.

Our students have a variety of opportunities to write for many different purposes as we use the California content standards to guide our writing instruction. Writer's Workshop will be implemented across grade levels where students select a topic and move through the steps of the writing process to become more proficient writers. Writing will also be emphasized in other content areas. For example, writing will be an important component of our math program, where students explain their mathematical thinking. Students write to communicate their observations of the scientific process. Within Social Studies and the arts, students use writing to communicate their understanding.

When designing the Language Arts curriculum, teachers will collaboratively plan instruction to incorporate higher order thinking skills, rich core literature, and interdisciplinary practices. Teachers regularly engage students in cooperative group learning models that encourage discourse and enrich language development. Within these programs, teachers will meet the needs of each individual child through differentiated instruction. Due to the demographic make-up of prospective student body, we believe that the English Language Development (ELD) standards are the steppingstones for student mastery of the Language Arts standards. Teachers will use the ELD standards to plan instruction that addresses the needs of English Language Learners.

In addition to our curricular programs, we will offer a variety of extracurricular experiences. For example, Arc MCS will hold a number of school-wide literacy events and activities: Friday Readers, Book Pals, Young Storyteller's Program, and Celebrate Reading Day. Many classrooms will make use of the Los Angeles Times, Scholastic News, Time For Kids, neighborhood public library excursions, and Internet-based reading.

## **English Learners**

MCS is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the 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), MCS shall submit a certification to the LAUSD Charter School Division (CSD) that certifies that MCS will either adopt and implement LAUSD's English Learner Master Plan *or* implement MCS's own English Learner Master Plan. If MCS 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 the 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, MCS shall provide to the CSD a report on its annual EL program assessment. Upon request, MCS shall provide a copy of its current EL Master Plan to the CSD.

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

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

MCS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

## **MATHEMATICS**

The mathematics program at MCS will be designed to provide access to rigorous, Common Core State standards-based mathematics to all students through a balanced instructional program focusing on problem solving, concept development, and procedural fluency. The articulated aim for math instruction at MCS is to promote mathematical proficiency for all students. In order to demonstrate mathematical proficiency, students must have both conceptual understanding and procedural fluency of grade-level standards, apply a variety of strategies to solve real-world problems and justify their thinking with a mathematical explanation. A productive disposition towards mathematics is essential for achieving these ends. In other words, students need to have the confidence in approaching mathematics that comes from success and builds both effort and perseverance (Kilpatrick, 2001).

To promote mathematical proficiency for every student, our mathematics program reflects three major principles of how students learn mathematics: 1) Connect to student's prior knowledge, 2) develop conceptual frameworks in a sequential manner that involve essential knowledge, and 3) incorporate the role of metacognition into instruction (Donovan, 2005).

The major goals of our mathematics program will mirror the goals described in the California Mathematics Framework (p. 15). Students in grades K-5 will:

- Develop fluency in basic computational skills.
- Develop understanding of mathematical concepts.
- Become mathematical problem solvers.
- Communicate precisely about quantities, logical relationships by using symbols, graphs and mathematical symbols.
- Reason mathematically by gathering data and analyzing the evidence.

- Make connections among mathematical ideas and between mathematics and other disciplines.
- Use technology to facilitate and enhance mathematics learning.

Similarly, the mathematics program will be based on the following themes permeated in the mathematics standards. It will be Common Core State Standards based aligned with curriculum, assessment and resources. The curriculum will utilize a balanced approach among computational skills, problem-solving, and concept development. It will also address the needs of all students, providing differentiated instruction to English learners, advanced learners, special education and at risk of failing students.

The curriculum will incorporate the four strands of mathematics: 1) Number Sense; 2) Algebra and Functions; 3) Measurement and Geometry; 3) Statistics, Data Analysis, and Probability; and 4) Mathematical Reasoning. Furthermore, using the Framework as a guide, teachers will develop Long Range Plans/Pacing guides for each trimester. Focusing on the key or essential standards as described in the Framework, these Long Range plans will delineate the specific key standards and concepts and skills that will be covered each trimester. The Long range plans will also describe the standards that need to be mastered at each grade level and the summative school benchmark assessments for each trimester.

### **ESSENTIAL STANDARDS AT MASTERY LEVEL**

Grade	Essential Standards		
Kindergarten	Counting till 100 by ones and tens	Writing Numerals from 0 to 20 Understanding place value in the teens, from 10-20	Learning the days of the week Identify and describe two and three dimensional shapes
1	Count to 120 starting at any number less than 120, read and write numerals within this range	Add within 100, including adding a two digit number and a one digit number, and adding a two digit number and a multiple of 10	Subtract multiples of ten in the range from 10-90,
2	Counting within 1000 Writing numbers to 1000 Skip counting by fives, tens, and one hundreds	Understand place value ones, tens, and hundreds, Add up to four, two digit numbers	Problem Solving involving time and money Telling Time
3	Fluently add and subtract facts within 1000 Multiply and divide within 100	Rounding numbers to the nearest ten and hundred Develop understanding of fractions as numbers	Reason with shapes and their attributes. Tell and write time to the nearest minute
4	Use the four operations with whole numbers to solve problems Solve multistep word problems	Read, write and compare numbers up to one million Order of Operations	Understand decimal notation for fractions and compare decimal fractions
5	Understanding Long Division Adding and subtracting fractions with unlike denominators	Working with positive and negative numbers Ordering fractions and decimal numbers	Working with percent graph points on the coordinate plane to solve real world and math problems

To ensure that all students master the skills, teachers will provide differentiated instruction and interventions. These may be in the form of but not limited to: 1) *Benchmark grouping*; 2) *Strategic Grouping*; and 3) *Intensive grouping*. Using the concept of vertical and horizontal enrichment, advanced learners will be provided with opportunities of acceleration and enrichment to study concepts in more depth and complexity (Shore et al. 1991).

With respect to instructional strategies, teachers will utilize a *metacognitive* approach to instruction that promotes students' ownership of their learning by defining learning objectives and monitoring their progress towards achieving them. Part of a problem-solving approach to mathematics is the expectation that not all students will solve the same problem in exactly the same way. Thus, discussions are an essential element in our math program that provides opportunities for students to explain, justify, and support their strategies to other students and to their teacher. Students are frequently asked, "How did you figure that out?" or "Can you explain how you got the answer?" as a way to build metacognition.

Because students are expected to apply their learning in a variety of contexts, teachers' curriculum materials will include a variety of resources. Our textbook series provides students with a more formalized approach to mathematics that requires them to make connections to prior learning and apply it in a new context. Word problems, textbooks, and manipulative are seen as tools that can be used to access the ideas, concepts, and skills delineated by the Mathematics Framework for California Public Schools.

Mathematics curriculum of MCS will be based on State adopted text which will be aligned to Common Core State Standards. These K-12 California's Common Core Essential Standards for Mathematics begin in Kindergarten and are developed through grade 12.

## **HISTORY AND SOCIAL STUDIES**

MCS will prepare students for the challenges of living in a fast-changing society. Our approach incorporates the curriculum standards specified in the Common Core State Standards for History/Social Studies Content for California Public Schools: Kindergarten through Grade Twelve (California Department of Education). With the standards, students in kindergarten through grade three are introduced to the basic concepts of each discipline: history, geography, civics, and economics. Beginning at grade four, the disciplines are woven within the standards at each grade.

The goals of the social studies program fall into the following three categories as described in the content Framework:

- *Knowledge and cultural understanding*, incorporating learning's from history and other humanities, such as, geography, and social sciences.
- *Democratic understanding and Civic values*, incorporating an understanding of our national identity, heritage, civic values and rights and responsibilities.
- *Attainment and Social participation*, including basic skills such as, study skills, critical thinking skills and participation skills.

MCS will develop a social studies curriculum that is aligned with the stated standards, and will include instructional strategies, assessment and resources. The curriculum and instructional program will address the foundational skills and knowledge as students are introduced to facts, concepts and principles, organized under the three strands stated above. These basic learnings serve as curriculum strands, unifying the curriculum across the grade levels, kindergarten thru sixth grade. In the primary curriculum, grades TK-3, focus is placed on the important learnings young children have developed during infancy and pre-school years and through geography and back in time through history to link the student with people from the past. The social studies curriculum is based on the following standards:

TK & K	Learning and working, Now and Long Ago
1 <sup>st</sup> Grade:	A Child's Place in Time and Space
2 <sup>nd</sup> Grade:	People Who Make a Difference
3 <sup>rd</sup> Grade:	Continuity and Change
4 <sup>th</sup> Grade:	California: A Changing State
5 <sup>th</sup> Grade:	United States History and Geography: Making a New Nation

*(A detailed sequence of California State Standards correlated with Houghton Mifflin Social Science curriculum is provided at the end of this section. Common Core standards will be added when they are available).*

In addition to the curriculum, teachers will prepare Long Range plans for each trimester, indicating the sequence of standards and skills that will be covered. The school will also develop benchmark assessments for each trimester to evaluate student mastery.

Since social science instruction is intended for all learners, instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core science program, the school will provide differentiated instruction to English Language learners, special needs students, struggling learners and advanced learners. This instruction could come in the following forms: 1) Pacing; 2) pre-teaching of essential elements of scientific vocabulary; 3) enrichment and project based activities for advanced learners; 4) accommodations based on 504 and IEP plans for students with disabilities; and 5) hands-on , research and project based activities provide additional tools to teach and reinforce concepts and skills.

In addition MCS emphasizes the use of fiction and non-fiction literature, Internet, and interdisciplinary planning to reach the goals of this History–Social Science Framework. (SOCIAL STUDIES – HOUGHTON MIFFLIN)

## **SCIENCE**

*Scientific inquiry is more complex than popular conceptions would have it. It is, for instance, a more subtle and demanding process than the naïve idea of “making a great many careful observations and then organizing them.” It is far more flexible than the rigid sequence of steps commonly depicted in textbooks as the “scientific method.” It is much more than just “doing experiments,” and it is not confined to laboratories. More imagination and inventiveness are involved in scientific inquiry than people realize, yet sooner or later strict logic and empirical evidence must have their day.*

*Benchmarks for Science Literacy,  
AAAS (American Association for the Advancement of Science)  
Project 2061, 1993*

In order to achieve this goal, our program must ignite students' curiosity and engage them in meaningful interactions with both the natural and designed worlds that surround them.

The overarching goal of the program is to promote scientific literacy for all our students through an inquiry-based approach. The MCS approach correlates with the curriculum standards specified in the Common Core State Standards for Science Content for California Public Schools: Kindergarten through Grade Twelve (California Department of Education).

In addition, the science program at Arc MCS is based on the following guiding principles as described in the Science Framework for California Public Schools (*Detailed description of the science content standards correlated with FOSS curriculum are included at the end of this section.*)

1. Provide standards based Content and instructional materials.
2. Develop academic language of science used in content standards.
3. Reflect a balanced approach between investigation and experimentation skills along with direct instruction and reading.
4. Use multiple instructional strategies.
5. Utilize on-going assessment.
6. Engage students in learning.
7. Use technology to teach students how to assess their knowledge and enhance computer literacy.
8. Provide adequate resources.
9. Establish connection with other core subjects.

MCS will develop a science curriculum that is aligned with the Next Generation Science Standards (NGSS, 2016-2017) instructional strategies, assessment and resources. The curriculum and instructional program will address the foundational skills and knowledge as students are introduced to facts, concepts, principles, and theories organized under Physical, Life and Earth science. The Investigation and Experimentation Strand delineated by the California Science Framework will be integrated into the three strands. Scientific thinking and reasoning is promoted through the integration of science process skills throughout the TK-5 program.

In addition to the curriculum, teachers will prepare long range plans for each trimester, indicating the sequence of standards and skills that will be covered. The school will also develop benchmark assessments for each trimester to evaluate student mastery.

Since science instruction is intended for all learners, instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core science program, the school will provide differentiated instruction to English Language learners, special needs students, struggling learners and advanced learners. This instruction could come in the following forms: 1) Pacing; 2) pre-teaching of essential elements of scientific vocabulary; 3) enrichment and project based activities for advanced learners; 4) accommodations based on 504 and IEP plans for students with disabilities; and 5) hands-on activities that provide additional tools to teach and reinforce concepts and skills.

With respect to instructional strategies, teachers are cognizant of the fact that scientific thinking involves the use of observed phenomena to describe what was experienced, generate new questions, collect data, and develop explanations about our physical world. Therefore, the science program at Arc MCS will focus on the specific needs of our student population by providing them with structured opportunities to interact with their



physical environment which include both natural and designed worlds. Teachers will engage students with hands-on, standards-based lessons that provide opportunities to make observations and connect to prior knowledge. This instructional strategy builds coherence into our program while providing a sound practice for meeting the needs of our second language learners. Teachers will model the use of the process skills. In the primary grades this involves making accurate observations, communicating those observations, collecting data, and generating new questions, and at the upper elementary levels, teachers model hypothesizing and designing experiments in directed lessons prior to promoting students' use of those skills.

While the Common Core State Standards in Science provide an articulated sequence of TK-5 content in the three content strands, the science process skills promote program coherence across the grades. The instructional program at MCS will integrate the use of observation, communication, measurement, classification, inference, and prediction skills to further advance students' scientific thinking. These process skills are the skeletal structures that make science education come to life for students by engaging them with opportunities to interact and reflect. As students go through the K-5 curriculum, their experiences with these process skills act as scaffolds for future experiences where the skills become more advanced and complex.

Collaborative/cooperative group work and classroom discussions are important instructional practices used to promote and develop the social learning context needed by our students to support their language development. Students communicate using scientific language and vocabulary by engaging in oral and written discussions around the topic being investigated. Students construct meaning by explaining and justifying their thinking using evidence-based explanations.

In addition, science enrichment activities, such as outdoor science camp, and field trips will further develop our students' knowledge and experience.

## **VISUAL AND PERFORMING ARTS**

Our vision at MCS provides an interdisciplinary Arts program throughout the learning process, whether it is music, art, drama, or dance. With any or all of these, children will develop a sense of self as well as gain respect for all cultures.

As described in the Visual and Performing Arts Framework for California Public Schools, MCS will offer standards based instruction in dance, music, theatre, and the visual arts to ensure that students reach the proficient level of achievement in each of the following five strands of the content standards: *artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications*. The grade level content standards as described in chapter 4 of the framework will serve the basis of curriculum development.

Furthermore, art integrated into the curriculum can deepen students' understanding of social studies content, literary concepts, and writing and art techniques. These skills are embedded within our curriculum throughout the day and placed in context of meaningful experiences. For instance, while exploring the theme of *My Place in History* (second grade social studies standards) our students might also learn about proportion, symmetry, and observation. They will also experience various visual art techniques such as drawing, painting, collage and installation to produce self or family portraits.



At MCS we have made a commitment to music education and in addition to its cross-curricular implications, we will devote resources to a systematic approach to the skills it requires. A full time teacher will be hired to provide music instruction. Through our music program, our students will acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are further developed with our school chorus and through performance opportunities during school wide productions each year. These include a cross-cultural range of music from folk tunes to the classics.

We believe that our community extends beyond the boundaries of our school and neighborhood. We will cultivate close relationships with many of the art organizations in the city such as, Los Angeles County Museum of Arts, Museum of Tolerance, the Getty Museum, the Hollywood Bowl and others. Our goal for the Visual and performing arts is to help our children develop a lifelong passion for the arts.

## **HEALTH AND PHYSICAL EDUCATION**

The Physical Education and Health component will address the needs of the whole child. Our health and wellness policy will reflect an overall mission to provide students with physical and academic development. Students will have 100 minutes each week in which they engage in physical education. The school will provide tools/equipment in order to give access to a wealth of activities that may not ordinarily be available to the students outside of the school. We will utilize developmentally appropriate and structured psychomotor tools/centers which not only build fine and gross motor development, but also teach cooperation, collaboration and sportsmanship.

## **WORLD LANGUAGE (SPANISH AND ARMENIAN - REQUIRED)**

The Governing Board of MCS will apply for Prop 39 for Van Nuys or North Hollywood areas. Based on the student demographic data as stated in Table 1, Element 1 and the 2010 census, we anticipate that the student population will be predominantly of Hispanic and Armenian immigrant heritage. To this end, the school plans to offer Spanish and Armenian as required world languages for all students.

Progress in these languages will not impact the students' chances of being promoted to the next grade level. Measuring academic progress and promotion to the next grade level will be based on the students' progress in the core academic subjects only (English Language Arts, Mathematics, Science, and Social Science).

The prevalence of varied cultures in the Los Angeles area has enriched our American culture. The same diversity creates a special need for communication, mutual understanding, tolerance, and valuing of differences between peoples. Command of at least two languages by the time young people complete school will enable them to be more actively involved in their communities and society at large. As the world seems to be shrinking with the increase in technology, mass media, and global communication our children need to be expanding their repertoire of languages and increasing their sensitivity, understanding and appreciation of various cultures. Both Spanish and Armenian are rich languages that are prevalent across the Los Angeles area, including the San Fernando Valley, Glendale, Pasadena, and Hollywood. Students who are bilingual will have many additional personal and professional opportunities open to them.

As anticipated by the demographic and census data, a significant number of the students attending MCS will be of Hispanic and Armenian heritage. Therefore, the school plans to offer Spanish and Armenian as required subjects. In developing the instructional program, the school will follow the guidelines described in the Foreign Language Framework, California Schools. The guidelines provided in the framework are not language specific, but provide a framework of instruction for any foreign language.

*“Studying a foreign language completes and improves a student’s education while providing the foundation for further personal enrichment, Scholastic achievement and economic opportunities.”*

*Foreign Language Framework, California Schools*

The framework further contends that students who can communicate in more than one language are able to grow academically and personally. As students become increasingly proficient in a new language, they develop greater cultural sensitivity and awareness and acquire a *“better understanding of the learner’s own language.”*

In addition to gaining experience in another language, studying languages provides students with knowledge of the richness of the cultures of the languages being learned, such as Arts, music, literature, and social conventions with respect to holidays, institutions and family life.

MCS will follow the continuum as described in the Foreign Language Framework. The continuum consists of five (5) different levels with levels I and II applying to the elementary level of instruction, per the following continuum. Based on this continuum, MCS will develop Long Range plans that will specify the standards and skills in reading and writing. The Long Range plans will specify what standards and skills will be covered each trimester and how they will be assessed. Per the Framework, the curriculum will cover the following major areas:

- Vocabulary and concept development
- Modes of expression , such as , listening, speaking, reading and writing
- Text types, such as, word, phrase, sentence and paragraphs

**LANGUAGE LEARNING CONTINUUM - STAGES I AND II**

Function	Context	Text Type
<b>Stage I</b>		
<i>Students develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>

<ul style="list-style-type: none"> <li>• Greet and respond to greetings</li> <li>• introduce and respond to introductions</li> <li>• Engage in conversations</li> <li>• express likes and dislikes</li> <li>• *Make requests</li> <li>• Obtain information</li> <li>• understand some ideas and familiar details</li> <li>• Begin to provide information</li> </ul>	<ul style="list-style-type: none"> <li>• When speaking, in face-to-face social interaction</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• *Use short sentences, learned words and phrases, and simple questions and commands when speaking writing, and listening</li> <li>• Understand some ideas and familiar details presented in clear, uncomplicated speech when listening</li> <li>• Understand short texts enhanced by visual clues when reading</li> </ul>
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## Stage II

<i>Students develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>
<ul style="list-style-type: none"> <li>• Express their needs</li> <li>• Describe and compare; use and understand expressions indicating emotion</li> </ul>	<ul style="list-style-type: none"> <li>• When listening, in social interaction and using audio or video texts</li> <li>• When reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, short narratives, advertisements, tickets, brochures, and other media</li> </ul> <p>When writing notes, lists, poems, postcards, and short letters and short guided compositions</p>	<ul style="list-style-type: none"> <li>• Use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking</li> <li>• Create simple paragraphs when writing</li> <li>• Understand important ideas and some details in highly contextualized authentic texts when reading</li> </ul>

## ACCURACY

### Stage I

- Communicate effectively with some hesitation and errors, which do not hinder comprehension
- Demonstrate culturally acceptable behavior for Stage I functions
- Understand most important information

### Stage II

- Demonstrate increasing fluency and control of vocabulary show no significant pattern of error when performing Stage I functions
- Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions
- Understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions

## CONTENT

### Stages I and II often include some combination for the following topics

- *“The self”*, family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping clothes, prices, size and quantity, and pets and animals.
- *“Beyond Self”*: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days dates, months, time, food and customs, transportation, travel, and professions and work

## INTERDISCIPLINARY

Our vision recognizes the importance of an interdisciplinary curriculum. In order for children to learn in real-life contexts, connecting disciplines allows them to develop a deeper understanding about the world.

Within an interdisciplinary curriculum, students are able to construct knowledge by connecting learning from discrete events to a comprehensive understanding about the world and how things function. It is a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work (Jacobs, 1989).

Since constructivism will be the central focus of instructional strategies, one of its aspects is teaching based on “big ideas” and “big concepts”. Thematic interdisciplinary strategies provide different pathways to reach a common goal. Thus students of all abilities can feel successful when they can reach the same goals choosing different pathways based on their interests and abilities.

Students in kindergarten through fifth grade will have equal access to interdisciplinary activities. Listed below is an example of a second grade interdisciplinary activity centered around the “big idea” on “Classification of Fossils”.

### Classification of Fossils

<p><b><u>Reading</u></b></p> <p>Read fiction and non-fiction stories about dinosaurs and discuss about the author’s purpose.</p>	<p><b><u>Language Arts</u></b></p> <p>Sort the dinosaurs according to their weight and height and write the degrees of adjectives: heavy, heavier, heaviest</p>	<p><b><u>Writing</u></b></p> <p>Write a compare/contrast paragraph about dinosaurs by using Thinking Maps (meat-eaters vs. plant eaters)</p>	<p><b><u>Math</u></b></p> <p>Choose one dinosaur at time, use a scale, measure their weights and find out how many students would it take to measure up to the dinosaur.</p>
<p><b><u>Life Science</u></b></p> <p>Observe and categorize the dinosaurs according to the shape of the teeth (carnivore/herbivore)</p>	<p><b><u>Fine Arts</u></b></p> <p>Produce a series of illustrations for a storybook or cartoon which can be hardcopy or electronic in final output for a selected children’s audience.</p>	<p><b><u>Social Studies</u></b></p> <p>Search, find and mark fossil location on the contour map and label continents. Write title, legend, directional indicator, scale and date</p>	<p><b><u>Music/ PE</u></b></p> <p>Dinosaur Stomp Puppet Show Musical</p>

## TECHNOLOGY

MCS’s community of learners will have access to technology to enhance their educational goals and experiences, develop an appreciation of learning, and become life-long learners and contributing members of society. To be an educated person of the 21<sup>st</sup> century, MCS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society.

Being technology literate is an especially important element for our students. In order to implement effective integration of technology, we will develop Technology Model Classrooms, where teachers will have networked computers, printer, and a multimedia projector. Students will use technology in a variety of ways that are functional, from writing book reports with Microsoft Office to using the Internet and Excel to research and create reports. Furthermore, Grade 2 to 5 students will acquire the knowledge to utilize computers for taking CAASPP exams.

## CIVIC RESPONSIBILITY/CHARACTER EDUCATION

To achieve its goal on developing students’ sense of responsibility and social consciousness, MCS will incorporate a character education program. This program will focus on the following traits: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. Participation will be incorporated in the curriculum, instruction and classroom management. Activities could come from the following areas:

1. School-wide: *cross grade tutoring, word/trait of the month, mottos and slogans, quotation of the week, codes of conduct, theme assemblies, ceremonies and rituals, schools service projects, recognition hall for students and school murals*
2. Classroom: *personal journals, stories with a message, essay writing, personal mission statements, role playing*
3. Individual/group projects: *cartoon drawings, original quotations, picture books, poster making, song writing, play writing and performing, commercial writing with a message, speech presentations,*

## **INTERVENTIONS**

MCS will offer curriculum embedded and explicit intervention programs with focus in Language Arts. Based on MCS Benchmark assessments, students scoring basic and below basic, will participate in the intervention programs. These interventions will be offered as part of the differentiated instruction during the daily literacy block and after school and summer school programs.

*“Successful elementary schools provide all students with quality instruction and offer broad range of interventions strategies that are used to bring students up to grade level expectations. Schools need a comprehensive approach to preventing academic failure and to ensuring that all students meet high expectations”*

*Recommendation #8:  
Implement Aggressive Interventions Strategies  
California Department of Education  
Elementary Makes the Grade 2000*

MCS will use the intervention program of the reading TK-5 program. The main features of the program are:

**Curriculum:** Incorporates 30-40 minute daily lessons that include the five essential components of reading, such as, alphabet knowledge, phonemic awareness, phonics and reading fluency. It also includes leveled reading passages within 12 topical units.

**Assessment:** Provides standardized measures at three benchmarks: 1) struggling, emerging and on task levels; 2) weekly criterion referenced assessments to inform instruction; 3) in between benchmarks to monitor student progress as often as once a week.

**Data Management:** Produces student, class and school reports.

The geographic basis of MCS will include a linguistically and culturally diverse community. At MCS we value the culture and language of foreign born students and of children of foreign parents. All students will develop as English speakers, readers, and writers. All cultures and languages and will be honored and all students will be provided with learning opportunities to develop appreciation for the multi-lingual and multi-cultural qualities of the students.

A constructivist, project-based and differentiated instruction has been shown to succeed with English Language Learners (ELL). Primary language support will be provided as needed and MCS will adhere to all federal, state and district mandates regarding ELL education.

Initial assessment will be given to identify students' level of English fluency through Home Language Survey, the CELDT, and other forms of internal assessments. All students with a home language other than English are tested using CELDT within 30 days, and annually afterward. MCS will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be

encouraged to participate in the reclassification process.

Using assessment data, ELD and ELA standards, and teachers will plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels. Students will acquire fluency in listening, speaking, reading and writing skills. Students will also develop academic language skills. If over 21 ELL students, MCS will have assurances of having an English Language Advisory Committee (ELAC).

We believe that in order for English Language learners to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For our English Language Learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state's English Language Arts Standards. These standards address English listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (*Cummins*). By using the ELD standards, we are able to ensure that our instruction supports our students' development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELL instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, science, etc.) is taught in English
- Teachers of these classes have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual
- Where teachers have primary language skills, they may support the children's understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency
- To foster home support and parent involvement, homework assignments may be given or explained in student's the primary language

Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension

- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety

Structures that further support limited English proficient students in structured English immersion classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing after school classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (RFEP) before they move on to middle school. For students who enroll beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

To accomplish this we measure students' mastery of the ELD standards through ELD portfolios, observation, and informal and formal assessment (CELDT). The ELD portfolios provide targeted outcomes in the four domains. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge, and learning focused on understanding language functions and use are the foundation of our program. We will administer the CELDT test in the fall for all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade level planning and targeted lesson development.

## **TEXTBOOKS**

Pursuant with EC Section 60605, MCS will successfully implement the SBE adopted core curriculum and textbooks in Language Arts, Mathematics, Science and Social studies.

### ***Language Arts***

MCS will use the district adopted standards-based core literacy program, *Imagine It* 2009 (SRA/McGraw-Hill). Decades of research have shown that *Imagine It's* systematic teaching of phonemic awareness and sound-spelling correspondences enhance reading proficiency in general. Studies have demonstrated that *Imagine It* improves reading skills and reduces reading disabilities in high-risk populations. The American Federation of Teachers has declared *Imagine It* Reading to be one of the few research-based programs that shows promise for raising student achievement, especially in low-performing schools. This literacy program has interdisciplinary connections with science, math, and character education.

### ***Math***



MCS will use Scott Foreman-Addison-Westly's enVision California math which is aligned with Common Core State Standards for Mathematics. It is designed to equip students with a strong foundation in mathematics. Topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical and critical lifelong problem-solving skills. The pedagogical approach and methodology include: Concrete to Pictorial and the Abstract (*Developmental stages of Piaget*). It utilizes the spiral approach and develops metacognition.

### ***History/Social Studies***

MCS will adopt the state approved Houghton Mifflin curriculum and materials that are aligned with the State Framework for History and Social Studies, grades TK-5.

### ***Science***

MCS will utilize Full Option Science System (FOSS). Developed by Lawrence Hall of Science at U.C. Berkeley, the FOSS program is comprised of 27 modules, organized in four strands: *Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology*. Each module offers hands-on investigations on the module topic. Consistent with our *constructivist* approach, the program was created to engage students in learning scientific concepts and critical thinking skills by actively constructing ideas through their own inquiries, investigations and analysis.

### ***World Languages: Spanish and Armenian***

The textbook that will be used for Spanish instruction is, Houghton Mifflin's Invitaciones. Houghton Mifflin programs are the subjects of rigorous independent research studies that confirm their efficacy and ensure their compliance with federal No Child Left Behind legislation.

The textbooks titled, Our Language, that will be used has been approved and published by the Trustees of the Armenian Western Prelacy of North America.

For both Spanish and Armenian, the instructional materials will be age and grade level appropriate and centered on short stories within a cultural context. By using short stories, students will be able to apply the modes of expression within a cultural context, such as art, literature, holidays, social conventions and institutions. In addition to the textbooks, teachers will use a variety of resources such as, magazines, videos and DVDs.

## **Transitional Kindergarten**

MCS shall comply with all applicable requirements regarding transitional kindergarten.

California law (EC 48000) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” While no state curriculum is mandated, local education agencies must modify the local course of study in order to provide age and developmentally appropriate curriculum for transitional kindergarten.

MCS TK program will use the same core curriculum and materials as the kindergarten program with curricular modifications that will allow the TK student to meet the Kindergarten Common Core State Standards over two years. They will participate in an educational experience based on the kindergarten standards with an extended opportunity to master them.

The goal of an effective TK language arts program is to ensure that all students have access to high-quality curriculum and instruction that enables them to be successful during the second year of kindergarten. This must be balanced against the reality that TK students vary in age and demonstrate a wide variety of skills. They will likely have different language and life experiences and develop at very different rates. TK teachers must carefully select resources with student age and development in mind, and they must use differentiated instructional approaches to make the content accessible to every student.

## **ACADEMIC CALENDAR AND SCHEDULES**

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

MCS intends to start its first day for students in August. Teachers will report for staff development in early August. The last day for students is in May. The last day for teachers is in June.

- The total instructional minutes per regular day is 370 minutes.
- The total instructional minutes per minimum day is 295 minutes
- The annual instructional minutes for 177 regular days and 3 minimum days of attendance are 66,375.

MCS will meet and exceed the minimum number of instructional minutes as set forth by Education Code 47612.5 (K-5 from 36,000-54,000 inclusive).

## **MASSIS CALENDAR 2015 – 2016 AT A GLANCE**

August 3 – 6, 2015	Monday - Friday	<b>Staff Development</b> <i>(No School for Students)</i>
August 7	Monday	<b>First Day for Teachers</b>
August 10	Tuesday	<b>First Day of School for Students</b>
August 26	Wednesday	<b>Parent Information Night</b> <i>(Min. Day/Students/Teachers)</i>
September 7	Monday	<b>Labor Day Holiday</b> <i>(No School)</i>
October 23	Friday	<b>Staff Development Day</b> <i>(No School for Students)</i>
November 2	Monday	<b>Parent Conference</b> <i>( No School for Students)</i>
November 11	Wednesday	<b>Veteran’s Day Holiday</b> <i>(No School)</i>
November 23 – 27	Monday - Friday	<b>Thanksgiving Holiday</b> <i>(No School)</i>
Dec. 21 – Jan. 8, 2016	Monday - Friday	<b>Winter Recess</b> <i>(No School)</i>
January 18	Monday	<b>Martin Luther King Holiday</b> <i>(No school)</i>
February 15	Monday	<b>Presidents’ Day</b> <i>(No School)</i>
February 29	Monday	<b>Parent Conference</b> <i>( No School for Students)</i>
March 21 – 25	Monday – Friday	<b>Spring Recess</b> <i>(No School)</i>
April 1	Friday	<b>Staff Development</b> <i>(No School for Students)</i>
April 27	Wednesday	<b>Open House</b> <i>(Minimum Day/Students/Teachers)</i>
May 30	Monday	<b>Memorial Day Holiday</b> <i>(No School)</i>
June 2	Thursday	<b>Last Day for Students</b> <i>(Minimum Day/Students)</i>
June 3, 6	Friday-Monday	<b>Staff Development</b> <i>(No School for Students)</i>
June 7	Tuesday	<b>Last Day for Teachers</b>

**ANNUAL CALENDAR**

School Months		Days Taught	Teacher Days
First Month	Aug. 3 – Aug. 31	16	21
Second Month	Sept. 1 – Sept. 30.	21	21
Third Month	Oct. 1 – Oct. 31	21	22
Fourth Month	Nov. 1 – Nov. 30	15	15
Fifth Month	Dec. 1 – Dec. 31	14	14
Sixth Month	Jan. 1 – Jan.31	14	14
Seventh Month	Feb. 1 – Feb. 29	20	20
Eighth Month	Mar. 1 – Mar. 31	18	18
Ninth Month	Apr. 1 – Apr. 30	20	21
Tenth Month	May 1 – May 31	21	21
Eleventh Month	June 1 - June 3	3	6
<b>TOTAL</b>		<b>180</b>	<b>190</b>

Holiday	Dates
Labor Day	Sept. 7, 2015
Veteran's Day	Nov. 11, 2015
Thanksgiving	Nov. 23 – 27, 2015
Winter Recess	Dec. 21- Jan 8, 2016
Martin Luther King, Jr.	Jan. 18, 2016
Presidents' Day	Feb. 15, 2016
Spring Recess	Mar. 21-25, 2016

Teacher Work Year	
<i>School Closed for Students</i>	
August 3-6	Non-Contract Days
August 7	First Day for Teachers
October 23	Staff Development Day
April 1	Staff Development Day
June 1-2	Staff Development Days
June 3	Last Day for Teachers

Grading Period	
Trimester 1	Aug. 10 – Nov. 2
Trimester 2	Nov. 3 – Feb. 25
Trimester 3	Feb. 26 – May 27

Report Card Schedule	
Trimester 1	Nov. 2
Trimester 2	Feb. 25
Trimester 3	May 27

Testing Schedule Smarter Balance Testing Window
April 4– May 15 (tentative)

**DAILY SCHEDULES**

## REGULAR DAY

### Daily Schedule, Grades TK, K, and 1

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:30	Lunch
12:35	–	12:50	Teacher Read Aloud Story Time
12:50	–	1:40	Social Studies (M, T); Science (W, TR); Art (F)
1:45	–	2:05	P E
2:10	–	2:55	Foreign Language (M-F)
2:55	–	3:00	Closing and Dismissal

### Daily Schedule, Grades 2 and 3

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:45	Lunch
12:50	–	1:40	Social Studies (M, T); Science (W, TR); Art (F)
1:45	–	2:05	P E
2:10	–	2:55	Foreign Language (M-F)
2:55	–	3:00	Closing and Dismissal
3:00	–	3:45	After-School Interventions, Extracurricular (M, W, TR)

### Daily Schedule, Grades 4 and 5

7:50	–	8:00	Opening Activities
8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:35	Math
11:40	–	12:40	Social Studies (M, T); Science (W, TR); Art (F)
12:45	–	1:25	Lunch
1:25	–	2:05	P E
2:10	–	2:55	Foreign Language (M-F)
2:55	–	3:00	Dismissal
3:00	–	4:00	After-School Interventions, Extracurricular (M, W, TR)

## DAILY SCHEDULES

## MINIMUM DAY

### **Minimum Day Schedule, Grades TK - 1**

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:20	Lunch
12:25	–	12:40	Teacher Read Aloud Story Time
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
		1:35	Dismissal

### **Minimum Day Schedule, Grades 2 – 3**

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:35	Lunch
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
		1:35	Dismissal

### **Minimum Day Schedule, Grades 4 – 5**

7:50	–	8:00	Opening Activities
8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:30	Math
11:30	–	12:10	Social Studies/Science
12:15	–	12:45	Lunch
12:50	–	1:30	Foreign Language
1:35			Dismissal

The proposed is a sample bell schedule to account for the 370 minutes of instructional time per regular day. It also shows proposed time blocks for explicit instruction in all content areas. In keeping with our constructivist

and interdisciplinary approaches, teachers will exercise flexibility in providing developmental and grade level appropriate strategies, such as, learning centers, hands-on activities, different modalities, independent work, large and small group instruction, and team teaching.

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	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	Y	177	370	0	0	3	295	10	180	36000	66375	30375
1	Y	177	370	0	0	3	295	10	180	50400	66375	15975
2	Y	177	370	0	0	3	295	10	180	50400	66375	15975
3	Y	177	370	0	0	3	295	10	180	50400	66375	15975
4	Y	177	370	0	0	3	295	10	180	50400	66375	15975
5	Y	177	370	0	0	3	295	10	180	50400	66375	15975
6	N	0	0	0	0	0	0	0	0	50400	0	-50400
7	N	0	0	0	0	0	0	0	0	50400	0	-50400
8	N	0	0	0	0	0	0	0	0	50400	0	-50400
9	N	0	0	0	0	0	0	0	0	64800	0	-64800
10	N	0	0	0	0	0	0	0	0	64800	0	-64800
11	N	0	0	0	0	0	0	0	0	64800	0	-64800
12	N	0	0	0	0	0	0	0	0	64800	0	-64800

## Professional Development

### RECRUITMENT OF TEACHERS

MCS will recruit and hire teachers by placing openings and job descriptions on the school's website and Ed Join and participate in college and university job fairs. In addition to hiring qualified teachers, MCS will also provide an extensive teacher support program to develop and retain qualified teachers by cultivating teacher professionalism and collaboration.

*"Teaching has long been called 'a lonely profession...' The professional isolation of teachers limits access to new ideas and better solutions, drives stress inward to fester and accumulate, fails to recognize and praise success, and permits incompetence to exist and persist to the detriment of students, colleagues and the teachers themselves."*

*-Michael Fullan & Andy Hargreaves  
What's Worth Fighting For in Your School?*

MCS is committed to the ongoing development of its teaching staff. Our desire is to have teachers who are at the top of their profession, and we aim to become a model school for professional development. In order to ensure the success of new teachers and the ongoing growth of all staff members, we will implement the following:

1. All teachers will develop professional growth plans based on the California Standards for the Teaching Profession (or the National Board Standards for those who are working towards certification).
2. MCS will continue to identify and train mentor teachers to work with new teachers. Mentors will commit to close support of no more than two new teachers per school year. MCS will develop

qualifications for mentor teachers, a site selection process for mentors, and eligibility requirements for mentees.

3. Experienced teachers will also coach new teachers to ensure initial success in the classroom. This coaching will be in the form of intensive support, following and expanding upon the model currently in place at MCS. The coach will follow a protocol to be designed by MCS, and will include direct support in classroom management, lesson planning, differentiation of instruction, and ongoing assessment of student growth.
4. We will provide teachers with job-embedded dialogue time for 45 minutes of release time each week to meet in grade level teams for collaborative evaluation of student work and lesson planning.

## COACHING

Serving as coaches will be an integral plan in our staff development. Teachers at MCS will be provided with opportunities to serve as coaches to provide support for their peers.

- Coaching builds a sense of teamwork and community.
- Coaching promotes thoughtful decision-making and reflection.
- Coaching encourages instructional change.
- Coaching develops a teacher’s sense of efficacy and resourcefulness.
- Coaching promotes in-class application of new skills acquired.
- Coaching benefits new teachers and experienced teachers alike.
- Coaching may benefit veteran teachers experiencing “burnout” by revitalizing them and reassuring them that they are important to the school as people and professionals.

*“ Only teachers who are both knowledgeable in their content areas and extremely skillful in a wide range of teaching methods can respond appropriately to diverse students’ needs and enable them to succeed in meeting challenging learning goals to the same high standards now required by both the state and the economy.”*

*Linda Darling-Hammond  
Educating Teachers for California’s Future*

## PROFESSIONAL DEVELOPMENT PROGRAM

*“What teachers know and can do is the most important influence on what students learn. Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.”*

*National Commission on Teaching & America’s Future:  
What Matters Most: Teaching for America’s Future*

Ongoing professional development will be a priority for all staff members. In order to effectively teach our students to be life-long learners, we must model life-long learning to them.

Teachers will, on an ongoing basis, evaluate their skills, and identify areas in which further development is needed. Professional development activities will be identified and implemented to help teachers build their skills in the identified areas. The focus of professional development will be on two main areas:

1. The California Standards for the Teaching Profession
2. Improving student achievement



Professional development activities may be done individually, but teachers will be encouraged to participate in activities with their colleagues. This will foster ongoing dialogue and conversation on topics being learned.

Professional development provided at MCS may take many forms:

- Conference attendance
- Inquiry groups
- Analyzing student work and achievement data
- University courses
- Site visits to exemplary programs
- Online or video sessions
- Peer coaching and mentoring
- Writing for professional journals
- Professional portfolios
- Teacher resource centers
- Professional libraries

*“Implement a Professional Development Plan Based on Student Performance: The need for experienced and inspirational educational leaders is particularly acute at schools serving low-income areas where, because of class size reduction, fewer qualified teachers are employed. For example, a recent study found that 40 per cent of the variance in reading and mathematics achievement in grades one through eleven could be attributed to teacher expertise, which was more than any other factor.”*

*California Department of Education: Elementary Grades Task Force Report Elementary Makes the Grade! 2000*

Teachers will be encouraged to further their understanding of new concepts by teaching them to others. Upon returning from or completing valuable professional development activities, teachers will be expected to lead staff meetings, dialogue groups, or other activities in order to share their knowledge and thus raise the expertise of the entire staff. Recommendations and research that support ongoing, focused professional development include:

*“Establish professional development that includes mentoring and coaching and continually improves educators’ knowledge about students’ development, subject matter, and research-based instructional strategies”*

*“Provide Mentors and Coaching to Improve Professional Skills”  
California Department of Education: Elementary Grades Task Force Report Elementary Makes the Grade! 2000.*

To cultivate teacher professionalism and collaboration, MCS will provide the following opportunities:

- Teachers will be given release days for grade level curriculum development.
- Every teacher at the school will be allotted two substitute days for conference attendance each year.
- Teacher dialogue groups will give teachers 45 minutes of release time each week to meet in grade level teams for collaborative evaluation of student work and lesson planning.
- Faculty and grade level meetings will be structured in such a way as to provide teachers with time to meet in inquiry groups, such as, small groups of teachers who meet to read and discuss books, articles, and emerging research in their areas of interest.
- Teachers will also be provided with the opportunity to serve as demonstration teachers to their colleagues.

## PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

MCS's Staff Development plan will be developed based on needs assessment with respect to student achievement data and instructional needs of the school and expertise of teachers. Hermine Mahseredjian, Lead Petitioner, will oversee the development and implementation of the plan.

The summer staff development days will be on noncontract days as reflected in our academic calendar. Teachers will be paid a stipend to attend the summer and Saturday staff development programs. These costs are reflected in the operational budget and grants that we have received thus far.

By the end of the first year of implementation, the school will assess its staff development needs for the subsequent years of implementation.

*“Research shows that the single most important determinant of what students learn is the expertise of the teacher.”*

*Linda Darling  
Hammond  
Doing What  
Matters Most:  
Investing in  
Quality of  
Teaching*

### YEAR 1 PROFESSIONAL DEVELOPMENT IMPLEMENTATION SCHEDULE

Subject Area	Description	Time/Provider
Language Arts	<ul style="list-style-type: none"> <li>• 10 hrs. of Initial Training</li> <li>• On-going Follow Up</li> </ul>	Summer 2015 Fall and Spring, 15-16
Mathematics	<ul style="list-style-type: none"> <li>• 10 hrs. Initial</li> <li>• 10 hrs. of Follow Up</li> </ul>	Summer 2015, Spring 2016 Consultant,
Science/FOSS	<ul style="list-style-type: none"> <li>• 8 hrs. Initial</li> <li>• 5 hrs. of Follow Up</li> </ul>	Summer 2015 Spring 2016 (1/2 Saturdays) FOSS Consultant
Constructivism Overview	<ul style="list-style-type: none"> <li>• 4 hrs. Initial</li> <li>• 5 hrs. Follow Up</li> </ul>	Fall 2015 Staff Dev. Day Spring Staff Dev. Day Cal State Univ., L.A., Charter College of Ed.
Data Analysis and Planning for Instruction	<ul style="list-style-type: none"> <li>• Job-Embedded</li> </ul>	Released time quarterly; weekly common conference periods; weekly grade level meetings, and monthly faculty meetings
Planning	<ul style="list-style-type: none"> <li>• Needs Assessment for 2015 – 2016 school year</li> </ul>	June 1-2 Administration and Teachers

Teachers will be paid a stipend for summer and Saturday Staff Development Days, and the cost is reflected in the budget.

# **Meeting the Need of All Students**

## **English Language Learners**

The geographic basis of MCS will include a linguistically and culturally diverse community. At MCS we value the culture and language of foreign born students and of children of foreign parents. All students will develop as English speakers, readers, and writers. All cultures and languages and will be honored and all students will be provided with learning opportunities to develop appreciation for the multi-lingual and multi-cultural qualities of the students.

A constructivist, project-based and differentiated instruction has been shown to succeed with English Language Learners (ELL). Primary language support will be provided as needed and MCS will adhere to all federal, state and district mandates regarding ELL education.

Initial assessment will be given to identify students' level of English fluency through Home Language Survey, the CELDT, and other forms of internal assessments. Using assessment data, ELD and ELA standards, and teachers will plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels. Students will acquire fluency in speaking, reading, writing and listening skills. Students will also develop academic language skills.

We believe that in order for English Language learners to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For our English Language Learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state's English Language Common Core Standards. These standards address English listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (*Cummins*). By using the ELD standards, we are able to ensure that our instruction supports our students' development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELL instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, science, etc.) is taught in English
- Teachers of these classes have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual
- Where teachers have primary language skills, they may support the children's understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency
- To foster home support and parent involvement, homework assignments may be given or explained in student's the primary language

Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of realia and other visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety

Structures that further support limited English proficient students in structured English immersion classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing after school classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (RFEP) before they move on to middle school. For students who enroll beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction

## **GIFTED STUDENTS AND ACCELERATION**

Gifted and talented students will be identified in the 3<sup>rd</sup> grade for participation in the GATE programs at the fourth through fifth grade levels. Data from traditional instruments such as achievement and criterion – referenced tests will be augmented by information from non-traditional sources such as portfolios, parent interviews, parent and teacher nominations and performance. One goal is to actively search for gifted students among underrepresented populations. Teachers will observe for characteristics of giftedness in underrepresented populations for characteristics of giftedness, such as a highly accelerated rate of English language acquisition in English learners. Referred students may be placed on the school's Watch List and their referrals may be reviewed for eligibility at any time MCS will utilize the following measures to identify students for the GATE program: SBA results, Common Core State Standard based report cards, Gifted Rating Scale completed by teachers, other areas, such as, art portfolios, music, leadership and athletic talents, teacher observation and checklists and parent input when needed. One tool that will be provided to teachers for identification is the Checklist for Culturally Diverse or Disadvantaged Students.

MCS's GATE program will include clustering gifted students in the mainstream classes with highly capable peers using strategies such as flexible grouping, group projects, independent projects and differentiation of

instruction to provide intellectual challenges and to meet individual needs. All the adopted textbooks in the four content areas provide a wealth of enrichment learning opportunities.

The differentiated curriculum provided to GATE students will be based on practices recognized literature in the field. Following such researchers' models as Joseph Renzulli on curriculum compacting and Howard Gardner on Multiple intelligences, the core curriculum will be compacted through vertical enrichment. Using various strategies such as pre-testing content material to prevent redundancy will allow students with opportunities to pursue learning according to their needs, interests and abilities. Other strategies include horizontal enrichment focusing on self-directed learning and group projects in which students engage in inquiry and discussion involving higher order thinking (*Bloom's Taxonomy*).

To facilitate connections between, within, and across content areas and disciplines, Sandra Kaplan's model for adding depth and complexity through "Big Ideas" will be employed as part of the horizontal enrichment strategy.

For example, in the area of mathematics, if a unit pre-test is given and it is determined that the student has mastery of a good amount of the content in that unit, the curriculum will be compacted (*vertical enrichment*), thus allowing the student time to engage in project based vertical and horizontal enrichment activities where the student applies the standards covered in that unit with depth and complexity.

After school enrichment activities may include but not be limited to participation in the choir, computer or chess clubs, student council, and writer's workshops. The summer school program will offer the student the opportunity to participate in either the Humanities (Language Arts/Social Studies, or math science core classes. In either block the students will be able to work on interdisciplinary projects across the content areas based on Big Ideas. This will empower students to use technology and research tools in learning. Students will also be able to augment their studies through field trips linked to their specific area of study.

## **STUDENTS ACHIEVING BELOW GRADE LEVEL**

It is the goal of MCS to provide a classroom environment that is developmentally appropriate and provides core instruction and interventions that are designed to close the achievement gap. In order to effectively support students who are struggling to meet grade level standards, we will:

1. Promote early identification of low-performing students and students with special needs;
2. Provide research based intervention programs and materials for in-class support, after school and summer interventions; and
3. Provide ongoing professional development to strengthen teachers' skills in assessing and implementing appropriate in-class intervention strategies.

Students who are identified as at-risk or as performing below potential will be evaluated on a case-by-case basis using formative and summative assessment tools. The school will use information gathered from all mandated state tests as well as local curriculum-based assessment data and MCS benchmark assessments administered each quarter as described in Element 2. Interventions will be provided in Language Arts and mathematics, the two core subject areas that have the greatest impact on API scores.

Students who have been academically low achieving will be defined as any student scoring below proficient on the CST, grades TK-5, and/or scoring below Basic on the 5 point rubric designed by MCS for the school's quarterly benchmark assessments in Language Arts and math (Element 2). Furthermore progress monitoring will be based but not limited to the following measures:

- MCS standards based benchmark assessments, quarterly
- Curriculum based assessments (CBA) in Language Arts and math, 2-4 weeks
- Program specific monitoring, such as, Intervention Programs
- SBA results/yearly

The design of the intervention program in both subjects will follow the three levels described in the Reading/Language Arts and Mathematics Frameworks. The program will also parallel the three tier pyramid intervention model of LAUSD. The three levels are:

1. Benchmark intervention/Tier 1: Will be provided for students who are experiencing minor difficulties which must be addressed to prevent the students from falling behind. In these cases the interventions will mainly be provided in the core instructional program with various instructional groupings and the teacher will reteach the standard in a different way, may provide differentiated instruction, accommodations, learning centers and additional study time. Parents may be enlisted to provide additional help at home. Some students may also need periodic individual assistance by a tutor.
2. Strategic intervention/Tier 2: Will be provided for students who are at the Basic level on the SBA and/or score below Basic on MCS benchmark assessments. In addition to the core instructional program, they will need strategic supplemental instruction, such as afterschool and summer school interventions. A Student Success Team might be called to discuss the appropriate support for the student. In addition to re-teaching a concept and utilizing the steps mentioned in item 1, the teacher may provide additional time and intensity over a period of time to complete an assignment either with a peer, or a tutor. The student can participate in regular study group and/or after school interventions to fill the gaps and provide effective extension of learning. Modifications to the curriculum and instructional strategies will also be used.
3. Intensive interventions/Tier 3: Will be offered for those students who score below and far below basics on the SBA and MCS benchmark assessments and have serious academic performance gaps. In addition to the Core curriculum instruction, the students will receive intensive accelerated instruction targeted to specific student needs. Close monitoring will allow for the adjustments of materials and instructional methods. In addition to utilizing the steps outlined in items 1 and 2 of this section, such as, re-teaching the concepts and adapting the curriculum and instructional strategies, tutoring and extended learning time, the students need ongoing after school and summer school interventions. A Student Success Team will be utilized for thorough discussion of all options, including special education services.

In addition, for students who need intensive and extensive interventions, the Voyager Passport program will be used as the MCS intervention program for after school and summer school interventions. This program parallels the above mentioned three intervention strategies. The Vital Indicators of Progress of the Voyager Program identify students as: struggling, emerging and on track and lay out a three tier approach: at Tier 1 ,

on *Track/Benchmark level*, students can achieve proficiency in a regular classroom within the core curriculum supported by Voyager; at Tier 2, *Emerging/Strategic level*, struggling students receive targeted intervention through differentiated instruction, informed by assessment and ongoing progress monitoring; at Tier 3, *Struggling/Intensive level*, students receive additional intensive interventions, such as participating in the after school and summer school interventions over extended periods of time. At this level students can also be referred to the Student Success Team and for possible special education services.

## **SOCIO-ECONOMICALY DISADVANTAGED/LOW INCOME STUDENTS**

The constructivist, hands-on, project oriented modals of instruction have been found to be very beneficial to students from all socioeconomic status. Students from low socioeconomic status usually lack the experiential background in order to succeed to their fullest potential. In these instances, teachers will focus on providing on-going enrichment activities that build on a student background knowledge. In addition, based on student needs, individual students will receive interventions as described in this section.

To bridge the gap in experiential background and the academic needs, teachers will use diagnostic tools, such as student achievement data and develop Individual Learning Plans (ILP). The plans will have growth targets and action plans and will track the students' progress. Students will have full access to intervention and tutoring programs based on assessed needs. With respect to instructional strategies, the teachers will also use differentiated instruction addressing different learning styles (e.g., visual, verbal, kinesthetic, logical-mathematical, or spiral).

In addition, using the Checklist for Culturally Diverse and Disadvantaged Students, teachers will actively identify students who show talent and interest in areas such as, art, music, leadership and athletic talents. Based on this assessment the students will be offered equal access to enrichment activities and field trips that are provided for GATE students.

Outside of the academic realm, the school will partner with community resources, to provide support in health services, such as glasses and dental care that are a major need among low socioeconomic students.

### **Students with Disabilities**

#### **Federal Law Compliance**

MCS 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**

MCS must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the MCS's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at MCS.



Prior to LAUSD Board of Education approval, MCS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and MCS 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 Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will 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 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 (Including Charter Schools)

The usual 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(Including Charter Schools)

- 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 (Including Charter Schools)

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 (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is 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 beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

## **MCS SPECIAL EDUCATION RESPONSIBILITIES**

Prior to Los Angeles Unified School District ("LAUSD") Governing Board approval, MCS will either execute a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and MCS 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 or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's MCD requirements.

## **MASSIS CHARTER SCHOOL PETITION STATEMENT REGARDING MCD REQUIREMENTS**

All charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board 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 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 eighteen 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

## **STUDENTS IN OTHER SUBGROUPS**

MCS will monitor and support foster youth by attendance records, surveys to search and identify student data; academic, and collaborate with DCFS related agencies. MCS will provide foster youth a comprehensive academic support plan. This subgroup will be monitored by school administrators.

## **TYPICAL DAY**

A typical day at MCS starts at 7:00 am as teachers begin to occupy the school grounds. They rush through the office bidding everyone a good morning, check their mail boxes, exchange a few words with colleagues, and scurry to their rooms to get ready for the day. At 7:30 am, students are admitted onto the playground by yard supervisors who greet them and bid the parents a farewell. Students feel at home here. The yard supervisors ensure the safety of the students on the yard as they monitor, praise, and assist students to follow all playground rules and procedures. The bell rings at 7:45 am and students begin lining up in their areas on the playground. The teachers meet their students and following the principal's morning message the entire school recites the Pledge of Allegiance in unison. After that, the students are led into their classrooms to engage in morning warm-up activities.

Each classroom at MCS is inviting with colorful bulletin boards displaying student work with attached criteria charts, rubrics, and kid friendly standards. The daily schedule is written on the edge of the whiteboard which is situated between the calendar and the Word Wall. The desks are arranged in groups to allow for maximum interaction and "private, partner, public" activities and are at the perimeter of a large rectangular shaped rug that is imprinted with numbers, individual letters, and words. The classroom walls are adorned with written

pieces, drawings, maps, charts, and pictures that reflect the current topic of study. They are all student generated work. The classrooms at MCS are student centered and are constantly evolving to reflect the learning that is occurring within those walls.

Upon entering a classroom one witnesses the teacher greeting each and every student while conducting roll call. The children are then engaged in calendar activities, the morning message is read and discussed, and there is an opportunity to play with words and sounds through singing, finger plays, and poetry. The students sitting in neat rows on the rug are all participating, listening to their peers, and asking and answering questions. They see themselves as readers and writers. One side of the room has computers set up with programs that reinforce blending. At the other end of the classroom, on top of the two tiered book shelf are baskets that contain word families. These centers are set up so that students will be able to have more practice with the skills they are learning in class and to give students the opportunity to collaborate with their peers using technology and game-like activities. One will witness ample time allotted to reading and writing workshops, including opportunities for individualized and group instruction, independent work, and centers. The students at MCS love Universal Access Time, as they get to choose their own activities and work in collaborative groups all the while learning and constructing their own knowledge.

In a primary grade, the teacher reads a short story/word problem and has a discussion with the students about what is happening in the story and shows how to put that in a mathematical sentence. At MCS, the process of thinking about the final answer is just as important as the final product itself.

As the students line up to go to recess, one can hear the excitement in the voices of those already in the yard. With assigned playground areas, that rotate every week, students know where to play. A line of students are playing hopscotch in the corner of the yard. In the center, the first graders are playing four squares while the kindergartners are on the apparatus. Yard supervisors are alert while walking their areas. Students who are following the school rules and are minding the Pillars of Character receive tokens that can be exchanged for prizes. Their faces light up as they receive their tokens, knowing that a prize and teacher's praise awaits them.

During math instruction, manipulatives are used in order to make abstract concepts concrete both during directed instruction and collaborative time.

Teaching students to think critically about the world around them is important. Students actively construct their own knowledge as they make sense of the experiences encountered in the learning environment. Students recognize math in their everyday life and make valuable connections.

Following math, the students receive education on one of the Pillars of Character. Today the teacher chooses the short video "Groark and Muggsy lose Burma's Lizard," in which Groark and Burma learn that being irresponsible can be unfair and hurtful to everyone, including, themselves.

The teacher then has questions ready and involves the class in a group discussion about taking responsibility for one's actions. The teacher fine tunes her questioning skills in order to encourage students to find answers for themselves rather than to seek the "right" answer from the teacher. The MCS community recognizes and respects diversity, encourages students to share and cooperate and exhibit pride in being creative through different venues. Such activities and lessons build the character of our students and help them become productive citizens in their communities.

A healthy and nutritious lunch for all students is an important part of the day at MCS. The bell rings and

teachers escort their students to the lunch area.

A typical day in music class uses play and activities to reach all students through movement, sight, and sounds. The teacher also ties the activities to other parts of the curriculum and builds valuable connections. The goal at MCS is to create well-rounded students.

Following music, the students start a science unit about the five senses. Next to the teacher's desk are five white baskets that contain a kaleidoscope, maracas, a rose/flower, sandpaper, a furry piece of material, and a cube of sugar for each child. Also, one notices that a five column chart on the whiteboard has a picture of an eye, a nose, a mouth, a hand, and an ear at the top of each column. The teacher states the objectives of the lesson and proceeds. She puts the students in cooperative groups and tells them that they are going to learn about the five senses and points to the pictures on the board. She then gives each group of four students a basket. The teacher first shows the picture of the eye and asks students to look at the kaleidoscope. She explains that the first sense is sight. She then asks the students to describe what they see and charts their responses on the board. Every group has their turn to speak. The students are sharing, collaborating, and asking and answering questions. Everyone is engaged! The teacher awards table points to those groups that are following directions and staying on task. She moves through each sense in the same manner until all materials in the baskets have been explored by the students and the chart is complete with the students' responses. The students are then directed to sit on the rug while the teacher reads them *Brave Little Monster* by Ken Baker.

After reading the story, the teacher asks the students questions about the story and how it relates to the five senses. Again, the teacher involves the class in a group discussion to ensure comprehension of the story and reinforce their understanding of the five senses. After that, the students are sent to their desks to complete independent work where they match different pictures to the sense symbols (eye, nose, mouth, hand, and ear). Finally the students are engaged in a writing activity with sentence starters that follow this pattern: I see a \_\_\_\_\_. I hear a \_\_\_\_\_. I smell a \_\_\_\_\_. I feel a \_\_\_\_\_. I taste a \_\_\_\_\_.

A few minutes before the bell rings, the students begin helping one another to clean up. After cleanup they sit at their desks and wait for the teacher to call on their table. Those chosen go to empty their cubbies, get their backpacks, and stand in line. The bell rings and the students are dismissed. It's 3:00 pm. It's the end of the day for the students at MCS.

A highlight of the visit is a fourth grade class buzzing with parents and visitors interacting with an exuberant group of students explaining their interdisciplinary "Exhibits". Knowing that fourth graders study the California Missions in social science, rocks and minerals in science, and the genre of summary in writer's workshop, the teacher decided to teach these concepts as an interdisciplinary activity. The visitor will see samples of summaries that the students wrote about the different types of rocks with respective computer generated illustrations. On display will also be samples of rocks that the students have started collecting as a result to their visit to a Rock and Mineral Company. In art, the students illustrated mission style Talavera tile designs which were later drawn on actual tiles. In glazing the tiles, students were able to tie-in the social science and science studies when students learned that the glazes used to paint their tiles were made out of minerals. The visitor will also see a student production of a movie produced by students. Students learned how to import different aspects of their project from a video camera into iMovie, having fun editing, making tiles and learning how to create stills and writing the credits.

## **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**

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

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

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

MCS 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 MCS shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, MCS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. 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. MCS shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that MCS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

The LCAP goals and needs have been identified and described in detail in Element I, pursuant to Education Code §52052, that align with the eight (8) state priorities identified in Education Code §52060(d). A completed State Priorities table has been provided in Element 1 and will meet the aforementioned requirements and can be incorporated herein by reference.

## **Measurable Goals of the Educational Program**

### **UNDERLYING BELIEFS REGARDING STUDENT ASSESSMENT**

At MCS, we believe that assessment of measurable student outcomes is an essential tool for teacher growth and school-wide improvement. We envision a system of assessment that will bring teachers together to talk about teaching, help teachers learn to teach better, and provide students the opportunity to monitor their growth. At MCS, consistent student assessment – *both formal and informal* – will be emphasized for monitoring student success and meeting content and performance standards. Using a combination of assessment tools, data will be collected and analyzed codifying student progress in all core academic areas.

In order to support our standards based instructional programs and meet our identified student outcomes, assessment measures will take various forms: 1) Formative assessments in the form of teacher developed or selected metrics; 2) MCS benchmark program assessments; and 3) Standards Based Assessment (SBA).

### **FORMATIVE AND SUMMATIVE ASSESSMENTS**

Ongoing, periodic assessment is an integral part of the teaching/learning process. Formative assessment of student progress will take place at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts. *These could come in the form of writing rubrics, timed skills tests, anecdotal records, unit pre-and post- tests, journals and portfolios.*

### **PERFORMANCE/ASSIGNMENTS**

Performance Assignments are more open-ended and informative than multiple-choice exams. Performance assignments give the teacher the opportunity to see if students truly understand important concepts and can apply them to actual work. We will develop performance assignments to be administered school-wide, within grade-levels, and in individual classrooms. The following are instructional elements of our charter that will utilize performance assessments: FOSS, Writing, History-Social Science, Technology, Visual and Performing Arts.

### **STUDENT PORTFOLIOS**

Portfolios allow students, parents and teachers to see each student's growth over time. Work collected in the portfolios will show growth towards the content standards. The following are instructional elements of our charter that can be better demonstrated through a portfolio: ELD, FOSS, Writing, History-Social Science, Technology, Visual and Performing Arts.

### **GRADING POLICY**

Teachers will measure student achievement by utilizing mutually agreed upon benchmarks for Academic

Performance Levels (APL), based on a five point rubric. Standards based report cards issued at each trimester will measure student progress towards grade level standards in the core content areas. Student progress in social and emotional development will be addressed in the Skills to Success of the report card.

Listed below are the Formative and Summative Assessment tools for the four content areas.

**Language Arts:**

The assessments that will be used to monitor progress toward standard attainment in language arts include:

- SRA, *Imagine It*, pre, mid-year, and post assessments
- SRA, *Imagine It*, weekly lesson assessments
- SRA, *Imagine It*, unit assessments and unit writing and fluency assessments
- Diagnostic reading assessments, as needed
- Evidence of student learning, such as student products /projects

**Math:**

The assessments that will be used to monitor progress toward standard attainment in math include:

- Benchmarks/diagnostic
- Tasks/Lessons
- End of unit assessments A and B
- Cumulative Review Tests A and B

**Science:**

We will utilize the district-adopted Full Option Science System (FOSS) which will include:

- Benchmark assessments/diagnostic
- Embedded Assessments (Formative)
- End of module assessments (Summative-Performance and written items)
- Evidence of student learning, such as student products

**Social Studies:**

- Chapter and Unit tests
- Cumulative Review Tests
- MCS summative assessment
- Evidence of learning such as student products and projects



**DESCRIPTION AND SCHEDULE OF ASSESSMENTS**  
**LANGUAGE ARTS, MATH, SCIENCE, AND SOCIAL STUDIES**

Assessment	Frequency	Administered & Rated By	Measures
<b>SUMMATIVE</b>			
Standards Based Assessment – ELA, Mathematic, etc.	Annual, Spring	CDE	Student academic performance – criterion referenced to state standards
SBA – ELA, Mathematics, etc.	Annual, Spring	CDE	Student academic performance – norm referenced to national comparison group
School-wide and Subgroup Performance on SBA	Annual, Spring	CDE	Overall and subgroup student progress in core subject matter based on Annual Performance Improvement (API) and Average Yearly Performance (AYP) Benchmarks
<b>CURRICULUM ALIGNED ASSESSMENTS</b>			
• ELA	Trimesters 1, 2, & 3	Teachers	Year End reading performance
• Writing Genre By Grade Level	Trimesters 1, 2, & 3	Teachers	MCS, Year End Writing Performance
• Mathematics/MCS Assessment	Trimesters 1, 2, & 3	Teachers	MCS Year End math performance
• FOSS Science	Trimester 1, 2, & 3	Teachers	End of Module MCS Summative
• Social Studies	Trimester 1, 2, & 3	Teachers	End of Units Tests Cumulative Review Tests MCS Summative
• Student Presentations & Projects	Multiple	Teachers, Parents, Students	Presentations that demonstrate student performance across multiple domains
<b>FORMATIVE</b>			
Mathematics	Benchmarks throughout Year and Year-end	Teachers	Ongoing math performance
Teacher Generated Assessments	Baseline, throughout	Teachers	Student performance across all subject areas
Teacher/staff Observation	Throughout Year and Year End	Teachers & Other Staff	Student behavior, social skills, character development
Character Education Assessments – Teacher Survey	Retrospective Assessment	Teachers	Student Increase in Developmental Assets
SRA, <i>Imagine It</i> ,	Pre-	Teachers	Baseline Reading
	Mid-year		Mid-year reading performance
	Weekly Lesson		Short term progress on specific learning objectives
	Unit		Intermediate term progress
Grades	Trimesters 1, 2, & 3	Teachers	Academic and behavioral progress



## **MCS BENCHMARK PROGRAM ASSESSMENTS**

This internal assessment will include MCS standards based summative benchmark assessments. MCS benchmark, also referred to as Multiple Measure Assessments (MMA), will measure student progress each trimester using Criterion Referenced Tests (CRT) in reading comprehension, mathematics, science and social studies. These assessments will be administered at mid-trimester and end of trimester.

In the area of writing, students in grades 1-5 will be assessed on the basis of the genre identified in the California framework for Language Arts (See Element 1, D1, English Language Arts). Student writing will be assessed on a five point rubric, which is aligned with state standards. Teams of teachers will meet together to analyze student work to evaluate student progress towards meeting the standards.

All benchmark assessments will be aligned with the standards based assessment tools provided with the adopted programs in Language Arts, math, science and social studies.

The assessment results will be reported in five performance levels: *exceed, meet, approaching, basic, below basic and far below basic*. At the end of each trimester, teachers will analyze the results of this summative assessment. For students scoring below “meeting standards”, teachers will prepare individual student profiles, identify individual student needs and provide appropriate interventions. The programs may include participating in the Voyager Passport program as part of differentiated instruction, and after school and summer school programs.

All teachers will consistently analyze standards based curriculum-embedded data at monthly grade level meetings and staff development sessions. Released time will also be provided on as needed basis. The staff will then decide on curriculum calibration (*how well the materials reflect the standards*), and make instructional decisions. Teachers will collaborate and design effective small group and differentiated instruction focused on specific strategies.

## **STANDARDIZED TESTING**

MCS agrees to comply with and adhere to state requirements for participation and administration of all state-mandated states. If MCS does not test with the District, MCS hereby grants authority to the state of Californian to provide a copy of all test results directly to the District as well as MCS.

MCS will conduct all required statewide standards and pupil assessments. The following annual assessments will measure our students’ progress in meeting the California Content Standards.

<b>Test</b>	<b>Times</b>	<b>Grades</b>
<b>Annual CELDT</b>	<b>Fall</b>	<b>1-5</b>
<b>Initial CELDT</b>	<b>Ongoing</b>	<b>K-5</b>
<b>CA Physical Fitness Test</b>	<b>Spring</b>	<b>5</b>
<b>CA Writing Test</b>	<b>Spring</b>	<b>4</b>
<b>Aprenda 3</b>	<b>Spring</b>	<b>2-5</b>
<b>CAPA (if applicable)</b>	<b>Spring</b>	<b>1-5</b>
<b>SBA</b>	<b>Spring</b>	<b>3-5</b>

## MCS LOCAL AND STATE ACCOUNTABILITY MATRIX

Measurable Pupil Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 85% of students will meet grade level content standards	MCS benchmark assessments, Student progress records, portfolios, locally developed/adopted content and skill assessment instruments	Current state accountability measures: for example, SBA writing assessments
At least 85% of students will show at least one APL or skill level's worth of progress each academic year, as evidenced by multiple local and state assessments.	IRI, Writing Inventories, MCS benchmark assessments, Individual Learning Plans	Current state accountability measures: for example, SBA writing assessments
Meet or exceed the API targets required by the CDE and LAUSD with demographically similar student population.	Annual API growth of a minimum of 20 points per year.	Current state accountability measures: for example, SBA writing assessments
*Meet or exceed AYP targets as per NCLB	N/A	SBA

### COLLECTING AND ANALYZING DATA

Collecting and analyzing data will be curriculum and assessment embedded and integral part of instruction. This process will be ongoing throughout the year in the following three Tiers:

#### TIER ONE/ONGOING

MCS benchmark assessment data in reading, writing genre, math, science and social studies will be administered at mid-trimester and end of each trimester. At monthly grade level meetings teachers will analyze the data and students who score “basic and below” levels will receive interventions.

Standards based report cards issued at the end of each trimester will report student achievement levels in three areas: *1) overall academic level; and 2) outcome on MCS Benchmark assessments; 3) Intervention programs.*

In addition to the regularly scheduled parent conferences, teachers will meet with individual parents based on student needs.

#### TIER TWO/YEAR -END SUMMATIVE

At the end of each year, MCS will use the compensatory modal to analyze the data gathered from the standards based report cards, MCS benchmark program assessments and SBA. The purpose of this analysis is to determine to what extent the students are meeting grade level standards. The data will be disaggregated by ethnicity, gender, and language proficiency levels, Special Education, GATE and Title I.

Subsequently, using the analysis reports of the SBA, teachers will then determine the grade level and individual student needs. Based on the standards content cluster analysis and the benchmark assessments, the teachers will develop class and individual student goals. They will then develop a plan to indicate how each teacher will meet these goals. Each year, during Parent Conferences, the teachers will share with the parents the individual student goals and plans for success.

### **TIER 3/YEAR-END LONGITUDINAL STUDIES**

In addition to the annual analysis of the data, MCS will have the capability of conducting longitudinal study, utilizing SBA and MCS benchmark assessments. It is our goal that 90% of the cohort group of students who attend MCS from grades 1-5 will meet State and MCS standards. We will also use the information gleaned from disaggregated and historical data to make determinations about our instructional program.

### **ASSESSMENT DATA TO INFORM INSTRUCTION**

The results of the assessment tools described above will be made explicit to the Board in open session. Under the leadership of the principal, teachers will use the data to develop annual goals for student achievement, instructional programs, and staff development needs. These goals and the plan of implementation will be shared with the Board for approval and allocation of necessary resources.

The principal is ultimately responsible for meeting target goals, and will be held accountable by the Governing Board.

### **SPECIFIC SKILLS AND MEASURABLE OUTCOMES**

*“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 school-wide 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.” Cal. Ed. Code § 47605(b)(5)(B).*

*CHARTER SCHOOL Has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).*

*MCS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state*

*priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:*

*“(i) The subgroup consists of at least 50 pupils, each of whom has a valid test score.*

*(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).*

*The following chart delineates CHARTER SCHOOL school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, CHARTER SCHOOL will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.*

**ACHIEVEMENT GOAL #1  
BASIC SERVICES**

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials(E.C. §60119), and school facilities are maintained in good repair (E.C. §17002d)

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
All teachers will be fully credentialed and appropriately assigned.	Verify teachers' credentials.	Governing Board and Administrators
MCS will have standards based instructional materials.	State adopted materials will be utilized	Governing Board and Administrators
MCS will ensure well maintained and safe facilities.	Periodic safety inspection	Facility Management

**ACHIEVEMENT GOAL #2**  
**IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>MCS students will demonstrate mastery on grade appropriate standards in the area of:</p> <ul style="list-style-type: none"> <li>a) Language Arts, reading, English writing and writing conventions.</li> <li>b) Understanding and application of mathematical computation, problem solving and concepts.</li> <li>c) Understanding of newly acquired knowledge in social studies and science fields and standards through projects and exhibits.</li> </ul>	<p>Observation of instruction.            Assessment of student performance and test results.</p> <p>At least 85% of TK-5 cohort groups of students will meet or exceed MCS average performance level in Language Arts, mathematics, social studies and science compared to schools with similar demographics in LAUSD.</p>	<p>Governing Board, teachers and Administrators</p> <p>Administrators and teachers</p>
<p>MCS will provide professional development for teachers through professional development in Common Core State Standards and based on teacher needs expressed through self-evaluation.</p>	<p>Teachers surveys for needs and quality of PDs.            Teachers will evaluate their own skill and identify needs</p>	<p>Administrators and teachers</p>

**ACHIEVEMENT GOAL #3  
PARENTAL INVOLVEMENT**

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>MSC will establish a Parent Involvement Committee, (PIC).            Establish a parent center.            Parental involvement in extra-curricular/after school activities.            Establish a family education program in literacy.            Partner with community to provide students with various activities.</p>	<p>Bi-annual surveys.            Participation in parent training workshops.            Participation in school activities.            Collaboration with various community organizations.</p>	<p>Principal, Teachers, Staff Members, Charter School Association and Parents.            Administration and PIC</p>

**ACHIEVEMENT GOAL #4  
STUDENT ACHIEVEMENT**

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Students at MCS will achieve academic excellence in all subject areas.  SBA will be in place for all students from 3 <sup>rd</sup> through 5 <sup>th</sup> grades.	Standard Balance Assessment using technology.	Administrators, Coordinators, and Teachers
MCS students will all be college and career ready.	Formative assessments, MCS standards based benchmark assessment: SBA	Administrators, Coordinators, and Teachers
MCS EL students will advance 1 ELD level or more per year based on the annual CELDT and/or based on teacher evaluation.	ELD is done through Assessment Portfolio and/or the SBA for English Language Arts until re-designation	Administrators, Coordinators, and Teachers
EL reclassification will be ongoing based on the assessment. Most students will reclassify by the end of third grade.	ELD portfolios, and/or teacher evaluation, formal and informal assessments.	Administrators, Coordinators, and Teachers



**ACHIEVEMENT GOAL #5  
STUDENT ENGAGEMENT**

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>Students at MCS will be motivated to attend school on a daily bases. At the end of each month, students will be recognized for perfect and excellent attendance.</p> <p>Class with the highest percentage of attendance will be rewarded.</p>	<p>Teachers will take attendance promptly.</p> <p>Tardies will be documented in the school office</p> <p>Parents will be consulted after three tardies.</p>	<p>Administrator, Teachers, Office staff, Parents</p>
<p>Guideline will be in place for chronic absenteeism: warning and reminder, disciplinary referral, loss of privileges, and counseling.</p>	<p>Discussion with student Positive reinforcement and problem solving</p> <p>Meeting with parent.</p> <p>Meeting with student and parent.</p>	<p>Principal, Teachers, Parent, Staff Members, and Supervision Aides</p>

**ACHIEVEMENT GOAL #6  
SCHOOL CLIMATE**

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<p>With an effective and fair discipline policy in place, and open communication with parents, MCS does not foresee any suspensions or expulsions.</p> <p>This discipline policy will be supported by all teachers, support staff, supervision staff, parents and administration.</p>	<p>Ongoing evaluation of discipline policy. Evaluation of disciplinary cases. Meetings with parents and students.</p> <p>Positive reinforcement for good behavior by the principal, teachers and supervision aides such as "Caught Being Good" Certificates</p>	<p>Teachers, Coordinators, Administrators, Supervision Aides, Parents, and Support Staff.</p>

**ACHIEVEMENT GOAL #7**  
**COURSE ACCESS**

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-5: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
The curriculum design will be aligned with the common core state standards.	The curriculum will be evaluated through standard based testing	Teachers, Coordinators and Administrators
The school will have a meal program which will be free or reduced to eligible students.	District employees and cafeteria managers	Teachers, Coordinators, Administrators, Staff and Parents
The school’s Constructivist approach will allow the learner to construct or build new ideas or concepts based upon current and past knowledge.	Formative assessments, MCS standards based benchmark assessment: SBA	Teachers, Coordinators, Administrators, Staff and Parents
The curriculum will include the study of three languages: English, Spanish, and Armenian	Formative assessments, MCS standards based benchmark assessment: SBA MCS created assessments	Teachers, Coordinators and Administrators
The curriculum at MCS equips students with skills to utilize technology, appreciate and enjoy the visual/performing arts.	Student performances for parents and community and displays of student projects	Teachers, Coordinators, Administrators, Staff and Parents

**ACHIEVEMENT GOAL #8  
STUDENT PERFORMANCE**

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Students at MCS will demonstrate appropriate development or age/grade level mastery through CCSS and National standards based testing	Smarter Balance Assessment, School Formative assessments, MCS standards based benchmark assessment	Teachers, Coordinators, Administrators, and Support Staff.
To establish growth, all students will be given diagnostic, benchmark assessments in all curricular areas.	Test Data will be analyzed by teachers and or support staff to measure growth.	Teachers, Coordinators, Administrators, and Support Staff.
Students with special needs will be assessed according to their IEPs	Test Data will be analyzed by teachers and or support staff to measure growth.	Teachers, Coordinators
Students at MCS will be prepared for the 21 <sup>st</sup> century as individuals who have a strong sense of connection and responsibility to the community at large.	Implementation of Curriculum based on Common Core State Standards and use of state-of-the-art technology.	Teachers, Coordinators, Administrators, and Support Staff and Parent Advisory Committee.
Students will have the ability to honor cultural differences.	Parent and community involvement in school activities, such as, student performances, multicultural events and field trips.	Teachers, Coordinators, Administrators, and Support Staff and Parent Advisory Committee.

MCS will have a comprehensive standards based assessment program. Student achievement will be assessed using the following types of assessments: 1) Formative assessments; 2) MCS standards based benchmark assessments; and 3) SBA. These assessments will be based on a five point Academic Performance Index (APL): *exceed, meet, approaching, basic and far below basic* (See element 3 for details).

Based on these aggregate of multiple measures, we will use the summative assessment data to codify the level of mastery of students in the four subject areas: Language Arts, math, science and social studies. The data will also be used to make instructional decisions, allocate resources and plan for acceleration and interventions. Listed below is an overview of the standards that would be covered by the completion of 2nd and 5<sup>th</sup> grade levels that reflect the school's educational objectives with objective means of measuring the student outcomes. Listed in Element 3 is the description and frequency of the Formative and Summative Assessments.

## **ENGLISH LANGUAGE ARTS**

### ***Exit Outcomes***

At least 85% of K-2 and 3-5 cohort groups of students will meet grade level California Language Arts Content Standards (see measurable outcome table).

### ***Prior to completion of Grade 2 students will:***

- Read and comprehend both fiction and nonfiction appropriately designed for grade level
- Accurately decode orthographically regular, multi-syllable words and nonsense words
- Use knowledge of print-sound mapping to sound out unknown words
- Accurately read many irregularly spelled words and know spelling patterns such as diphthongs, special vowel spellings, and common words endings
- Read aloud with fluency and comprehension any text that is appropriately designed for their level
- Read voluntarily for interest and own purposes through the use of higher order thinking questioning (e.g., how, why, and “what if” questions)
- Interpret information from diagrams, charts, and graphs.
- Recall facts and details of texts
- Read nonfiction materials for answers to specific questions or for specific purposes
- Discuss similarities in characters and events across stories
- Connect and compare information across nonfiction selections
- Make reasonable judgments about what to include in written products; will productively discuss ways to clarify and refine own writing and that of others; and with assistance, add use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process
- Given organizational help, students will write informative, well-structured reports, and produce a variety of compositions (e.g., stories, reports, correspondence)

### ***Upon completion of Grade 5, students will:***

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation,

and expression

- Use word origins to determine the meaning of unknown words, know abstract derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words
- Understand how text features make information accessible and usable (format, graphing, sequence, diagrams, illustrations, charts and maps)
- Analyze text that is organized in sequential or chronological order
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- Distinguish facts and support inferences and opinions in text, as well as identify and analyze the characteristics of different types of text (poetry, drama, fiction, nonfiction)
- Identify the main problem or conflict of the plot, explain how it is resolved, contrast the actions, motives, and appearances of characters in a work of fiction, and discuss the importance of the contrasts to the plot or theme
- Create multiple-paragraph narrative compositions, multiple-paragraph expository compositions and write responses to literature and persuasive letter compositions
- Create simple documents by using electronic media and employing organizational features
- Edit and revise manuscripts to improve the meaning and focus of writing., and use standards for written and oral English language conventions
- Deliver focused coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience
- Ask questions or draw conclusions based on an oral report, present oral presentations, clarify ideas, and engage the audience
- Identify and analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmissions of culture
- Use speaking strategies to deliver narrative presentations, deliver informative presentations about an important idea, issue, or event, and deliver oral responses to literature.

## **ENGLISH LANGUAGE LEARNERS**

### ***Exit Outcomes:***

ELL students will advance in the English Language Development Standards

Our expectation is for students to progress through the levels of proficiency and re-designate at Fully English Proficient (RFEP) before they graduate to middle school. For students that come to us beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

### ***By the end of ELD Level Two:***

We recognize that students in the early stages of Language acquisition (ELD 1 and 2) benefit from a structured and systematic approach of instruction. The focus at this level will be on language learning and acquiring

BICS as a primary outcome and content knowledge as a secondary outcome. Students will advance one ELD level or more per year based on the overall Annual CELDT and/or teacher judgment based on the ELD Assessment Portfolio. By the end of ELD 2 students will be able to:

***Listening and Speaking: Strategies and Applications***

- Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).
- Orally communicate basic needs (e.g., “May I get a drink”).
- Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.
- Ask and answer questions using phrases or simple sentences.
- Recite familiar rhymes, songs, and simple stories.

***Writing: Strategies and Applications***

- Write simple sentences about events or characters from familiar stories read by the teacher.
- Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months [e.g., “Today is Tuesday”]).
- Write on to two simple sentences (e.g., “I went to the park”).

***Writing: Conventions***

- Use capital letters to begin sentences and proper nouns.
- Use a period or question mark at the end of a sentence.
- Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.

***Reading: Word Analysis***

- Name the initial consonant for simple English words presented orally
- Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels.
- Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., “a” in “cat” and final consonants) presented in context.

***Reading: Fluency and Systematic Vocabulary Development***

- Read simple vocabulary, phrases and sentences independently.
- Read aloud an increasing number of English works.
- Match words with pictures. Match all consonant and short-vowel sounds to appropriate letters.
- Identify if two spoken words are the same or different.

- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.

### ***Reading: Comprehension***

- Use the content of a story to draw logical inferences
- Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.
- Draw and label pictures related to a story topic or own experience.
- Understand and follow simple two-step directions of classroom or work-related activities.
- Orally identify the basic sequence of text read to them using key words or phrases.

### ***Reading: Literary Response and Analysis***

- Orally respond to stories by answering factual comprehension questions, using simple sentences.
- Orally identify setting and characters using simple sentences and vocabulary.
- Recite simple poems

### ***By the end of ELD Level Five:***

For our English Language learners at ELD levels 3-5 the focus will be on increasing content area vocabulary and knowledge as a primary outcome. Students will advance one ELD level or more per year based on the overall Annual CELDT and/or teacher judgment based on the ELD Assessment Portfolio and/or California Standards Test for English Language Arts until re-designation. For re-designation, students will be able to:

### ***Listening and Speaking: Strategies and Applications***

- Listen attentively to stories and subject area topics, and identify the main points and supporting details.
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside”).
- Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
- Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
- Identify the main ideas, points of view, and fact/fiction in broadcast and print media.
- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

### ***Writing: Strategies and Applications***



- Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
- Write a persuasive composition using standard grammatical forms.
- Write narratives that describe the setting, character, objects, and events.
- Write multi-paragraph narrative and expository compositions using standard grammatical forms.
- Independently use all of the steps of the writing process.

***Writing: Conventions***

- Use complete sentences and correct work order.
- Use correct parts of speech, including correct subject/verb agreement.
- Edit writing for punctuation, capitalization, and spelling.
- Produce writing that demonstrates a command of the conventions of standard English.

***Reading: Word Analysis***

- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and text in content areas.

***Reading: Fluency and Systematic Vocabulary Development***

- Apply knowledge of common roots and affixes when attached to known vocabulary.
- Recognizes that words sometimes have multiple meanings and apply this knowledge consistently.
- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Use standard dictionary to determine meaning of unknown words.
- Read narrative and expository text aloud with appropriate pacing, intonation, and expression.

***Reading: Comprehension***

- Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.
- Describe main ideas and supporting details, including supporting evidence.
- Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.
- Identify significant structural (organizational) patterns, in text, such as compare/contrast, sequence/chronological order, and cause/effect.
- Distinguish between fact/opinion, inference, and cause/effect in text.

***Reading: Literary Response and Analysis***

- Describe the major characteristics of poetry, drama, fiction and nonfiction.
- Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.
- Recognize and describe themes stated directly or implied in literary texts.
- Compare and contrast the motives of characters in a work of fiction.

## **MATHEMATICS**

### ***Exit Outcomes:***

At least 85% of K-2 and 3-5 cohort groups of students will meet grade level California Mathematics Content Standards (see measurable outcome table).

### ***By the end of Second Grade, students will (according to CCSS):***

- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000
- Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers
- One and two-digit numbers (First Grade)
- Model and solve simple problems involving multiplication and division
- Addition and subtraction within 100 to solve one and two step word problems
- Fluently add and subtract within 20 using mental math strategies
- Use place value understanding and properties of operations to add and subtract within 100
- Graph points on a coordinate plane to solve real world and mathematical problems
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places
- Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured
- Identify and describe the attributes of common figures in the plane and of common objects in space.
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations
- Work with time and money
- Measure and estimate lengths in standard units
- Demonstrate an understanding of patterns and how patterns grow and describe them in general ways
- Make decisions about how to set up a problem
- Solve problems and justify their reasoning
- Reason with shapes and their attributes

### ***By the end of Fifth Grade, students will:***

- Use a variety of strategies for estimating and computing with very large and very small numbers
- Write and interpret numerical expressions
- Understand the relationship between decimals, fractions, and percentages and perform computations involving all three representations of rational numbers

- Convert like measurement units within a given measurement system
- Analyze patterns and relationships
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results
- Understand the place value system
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures
- Classify two-dimensional figures into categories based on their properties
- Perform operations with multi-digit whole numbers and with decimals to hundredths
- Use equivalent fractions and a strategy to add and subtract fractions
- Display, analyze, compare, and interpret different data sets, including data sets of different sizes
- Generate survey questions and collect, organize, and display the data using line plots, bar graphs, and tables
- Make decisions about how to approach problem
- Apply and extend previous understandings of multiplication and division to multiply and divide
- Use strategies, skills, and concepts in finding solutions
- Understand concepts of volume and relate to multiplication and addition
- Represent and interpret data
- Move beyond a particular problem by generalizing to other situations

## **HISTORY-SOCIAL STUDIES**

### ***Exit Outcomes:***

By the end of each grade at least 90% of the students will meet the social studies standards.

### ***By the end of grade two students will:***

- Understand how people lived and worked long ago
- Recognize national and state symbols and icons
- Understand the characteristics of people, places, and environments
- Describe physical and/or human characteristics of places
- Understand the significance of holidays
- Understand basic economic concepts
- Differentiate between historical and modern-day events
- Develop map skills
- Know the rules which guide our actions, and how people make a difference in society
- Understand the impact of the actions of individuals in history

### ***By the end of grade five students will:***

- Understand physical and cultural geography and the use of geographical terms and tools (maps, graphs, charts, etc.)
- Describe and understand Native American history

- Understand a sequence of historical events
- Understand the rules and laws of local and national government
- Demonstrate an understanding of basic economics
- Understand the history and development of the state of California and how its statehood impacted the Union
- Describe and comprehend early exploration
- Describe and comprehend Colonial America and the impact it had on the development of the nation
- Explain the causes and consequences of the American Revolution
- Describe the people and events associated with the U.S. Constitution and the American Republic
- Describe the effects of colonization, immigration, and settlement on the development of the country
- Know the location of the fifty states and their capitals

## **SCIENCE**

### ***Exit Outcomes:***

By the end of each grade at least 90% of the students will meet the science standards.

### ***By the end of grade two students will:***

- Make careful and detailed observations about objects and phenomena under investigation
- Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- Compare and sort common objects by their physical attributes and interactions with other objects or phenomena
- Record and be able to communicate observations orally and through pictures, numbers, bar graphs or written statements.
- Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.
- Make predictions based on observed patterns and not random guessing.
- Use tools such as hand lenses to aid detailed observations and descriptions of physical attributes and phenomena under

### ***By the end of grade five students will:***

- Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- Identify the dependent and controlled variables in an investigation.
- Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless

they are backed by observations that can be confirmed.

- Formulate and justify predictions based on cause-and-effect relationships.
- Collect and use numerical data in making observations, describing and comparing objects, events, and measurements.
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
- Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

## **TECHNOLOGY**

### ***Exit Outcomes:***

Students will have opportunities to demonstrate work based on International Society for Technology in Education's National Educational Technology Standards for Students (NETS\*S)

### ***Prior to completion of grade two students will have opportunities to demonstrate:***

- Use input devices and output devices to successfully operate computers, audiotapes, and other technologies
- Use a variety of media and technology resources for directed and independent learning activities
- Communicate about technology using developmentally appropriate and accurate terminology
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning
- Practice responsible use of technology systems and software
- Create developmentally appropriate multimedia products with support
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories
- Gather information and communicate with others using telecommunications

### ***Prior to completion of grade five students will have opportunities to demonstrate:***

- Use keyboards and other common input and output devices efficiently and effectively
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use
- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill

deficits, and facilitate learning throughout the curriculum

- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities
- Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

## **VISUAL & PERFORMING ARTS**

### ***Exit Outcomes:***

100% of the students will participate in grade level Visual & Performing Arts instruction in the following areas:

### ***Artistic Perception***

- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

### ***Creative Expression***

- Creating, performing, and participating in the Visual Arts
- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art
- Historical and cultural context
- Understanding the historical contributions and cultural Dimensions of the Visual Arts
- Aesthetic valuing
- Responding, analyzing, and making judgments about art works in the Visual Arts connections, relationships, and applications
- Connecting and applying what is learned in the Visual Arts to other art forms and subject areas and to careers

## **ASSESSMENT FOR WORLD LANGUAGES**

Student progress in the Spanish and Armenian languages will be based on the criteria described in the Foreign Language Framework for California Schools. Student achievement will be assessed using the following types of assessments: 1) Formative assessments, such as, curriculum specific chapter and unit tests and 2) MCS benchmark assessments. Student progress will be assessed on the following five (5) point rubric, *exceed, meet, approaching, below and far below standards*. The benchmark assessments will be administered quarterly. The types of assessments will include: 1) Entry level as a basis to provide instruction at the appropriate level and 2) Progress monitoring to measure progress towards established goals. Assessment will take the following forms:

- Performance based, such as, oral language competency interviews between teacher and student
- Writing competency with students responding to prompts created on the basis of the context, text types, functions and content for Levels I and II per the Framework.
- Vocabulary development and reading comprehension

### ***Exit Outcomes:***

At least 85% of K-2 cohort groups of students will meet Level I standards in oral language, reading comprehension and writing competency as described in the Foreign Language Framework.

### ***Prior to the completion of grade two, students will at a minimum:***

- Produce formulaic language, such as, memorized words, phrases and sentences used in daily life and predictable settings,
- Show oral language competency in natural conversational settings related to self,
- Comprehend overall meaning of a story, identifying the main idea.

At least 85% of grade 5 cohort groups of students will meet Level II standards in oral language, reading comprehension and writing competency.

### ***Prior to the completion of grade five, students will at a minimum:***

- Comprehend and produce created language, such as, sentences and string of sentences, and a short paragraph
- Show oral language competency in natural conversational settings related to self and the immediate environments ,
- Comprehend the overall meaning of a story, key ideas, and some supporting details in text related to self and immediate environments

## **PHYSICAL EDUCATION**

### ***Exit Outcomes:***

100% of the students will receive a minimum of 100 minutes per week instruction in grade level specific Physical Education.

### ***Physical Fitness Test Outcomes by Grade Five:***

To complete the *Fitnessgram*, students are required to test in the following:

- One of the options from aerobic capacity
- One of the options from body composition
- The curl-up test
- The trunk lift test
- One of the options from upper body strength
- One of the options from flexibility

## **CIVIC RESPONSIBILITY/CHARACTER EDUCATION**

1. 100% of the students will have the chance to participate in grade level appropriate activities selected from the school-wide, classroom and individual/group activities described in *Element 1*.
2. Student participation will be measured by teacher prepared rubrics on the following benchmarks: *Exceed, meet and does not meet*.
3. It is expected that 100% of the students will meet or exceed the benchmarks as measured by student portfolios, exhibits, performances and displays.

## **ACADEMIC PERFORMANCE INDEX**

As described in table 1 of the demographic data in Element 1, the targeted schools in the North Hollywood area support the need for a more rigorous standards based curriculum. The four targeted schools in different zip code areas have API's in the 700-800 range. The statewide rankings ranging from 4-8 have been constant for three years.

The goal of MCS is to achieve an API score of 800 and above within five years of implementation. The average API of the five schools listed in table 1 is 794, with API scores of 710, 771, 796, 837 and 856. We project that the year 1 API for MCS will be 800 and with a growth target of a minimum of 20 points per year, we will achieve our goal of 880 API within 5 years of implementation: Year 1: 800, Year 2: 820, Year 3: 840, Year 4: 860 and Year 5: 880.

## **ADEQUATE YEARLY PROGRESS**

MCS will meet or exceed the AYP targets as per NCLB (see also Element 3, page 90).



## **CALIFORNIA STANDARDS TEST TARGETS**

Refer to the Measurable Objectives tables listed under Item A for Language Arts, math and Science.

## **ADDITIONAL SCHOOL LEVEL MEASURABLE STUDENT OUTCOMES**

Refer to item A of Element 2, page 81, Assessment for Foreign Language, for a full description of this process.

## **BENCHMARKS TO BE MET (LAUSD REQUIRED LANGUAGE)**

The achievement of MCS will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

## **COMPARISON SCHOOLS**

In gauging the success of MCS during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school's academic performance will include a comparison of the academic achievement of MCS's students to the academic achievement of two sets of comparison District schools:

1. The residence schools MCS students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

## **COMPARISON RESIDENT SCHOOLS**

"Resident Schools" will be selected by using MCS students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at MCS will be chosen as comparison "resident schools."

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

## **PRIMARY GROWTH MEASURES**

Growth in student achievement is the primary measure that will be used to determine whether the school has

been an academic success in its renewal period. The growth of MCS will be measured annually against the growth of the comparison schools. At the time of renewal, if MCS has met all of the following benchmarks either in the previous year or in two of the previous three years, MCS will be considered an academic success:

## **OTHER MEASURES**

If MCS fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. MCS's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of MCS students scoring Advanced & Proficient in ELA on the SBA is greater than the median percentage for comparison schools.
3. The percentage of MCS students scoring Advanced & Proficient in Math on the SBA is greater than the median percentage for comparison schools.
4. The percentage of MCS students scoring Below Basic & Far Below Basic in ELA on the SBA is below the median percentage for comparison schools.
5. The percentage of MCS students scoring Below Basic & Far Below Basic in Math on the SBA is below the median percentage for comparison schools.
6. The percentage of MCS ELL students re-designated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

## **ANNUAL SELF-STUDY**

Applying the measures in II and III above, MCS will submit to the LAUSD Charter School's Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on "value added" benchmark. MCSs Division will review the progress report and provide comments to MCS within 60 days.

## **BOARD DISCRETION**

At the time of renewal, MCSs Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

MCS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of MCS, including members of the MCS governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s Charter School policies, regarding ethics and conflicts of interest.

MCS 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 MCS amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

MCS 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. MCS shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

MCS 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 MCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MCS shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MCS 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.

MCS 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 MCS, that MCS 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.

MCS shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title. 5, sections 4600 *et seq.*

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

MCS shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

### **LEGAL AND POLICY COMPLIANCE**

MCS 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.

MCS 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 Ed. Code section 47604.33.

Members of MCS’s executive board, any administrators, managers or employees, and any other Committee of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD & MCS policies and regulations regarding ethics and conflicts of interest.

### **RESPONDING TO INQUIRIES**

MCS, 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, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. MCS shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to MCS’s operations, or breach of charter, is received or discovered by the District, MCS shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

## **NOTIFICATION OF THE DISTRICT**

MCS shall notify the Charter Schools Division 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 MCS. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

## **STUDENT RECORDS**

When a student transfers for any reason from MCS to any other school, MCS shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event MCS closes, MCS shall comply with the student records transfer provisions in Element 16. MCS shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

## **MASSIS CHARTER SCHOOL INCORPORATION**

As an independent Charter School, MCS, is in the process of obtaining 501c (3) status.

The School shall be governed pursuant to its Corporate Bylaws which shall be consistent with the California Charter Schools Association and compliant with the Brown Act: Education Code Section 47604 (c). The School shall operate autonomously from the Los Angeles Unified School District (LAUSD) with the exception of supervisory oversight and Special Education services as required by the statute. The LAUSD shall not be liable for the debt and obligations of the School, operated as a California non-profit, public benefit corporation.

## **GOVERNANCE STRUCTURE - ORGANIZATIONAL AND TECHNICAL DESIGNS**

The governance structure of MCS shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) (D). The School's success will depend on broad-based community partnerships, collaboration, creativity, and most importantly a respect for the diverse cultures of our community. As MCS opens its doors and grows in size, opportunities will be provided for parent and community participation on the Board and school committees.

Massis Charter School's Governing Board, administrators, employees, and all committees of the school shall comply with federal and state laws, nonprofit integrity standards and charter school policies and regulations regarding ethics and conflict of interest of LAUSD. All meetings of the MCS Governing Board shall be held in accordance with the Brown Act. All approvals need an affirmative vote of the majority of the Governing Board members.

The MCS Governing Board will create a functioning structure that supports educational goals through a

vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are present. The Board shall have ultimate responsibility for the overall operation of the school, while the School Principal governs the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

MCS 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 MCS. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of MCS, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by MCS as long as the District has complied with all oversight responsibilities required by law.

Any amendments to the charter petition must first be approved by MCS Governing Board with input from school staff and parents. The Governing Board would then be responsible to submit the changed request for approval to the Charter School Division of LAUSD. If this change is substantive, then the Board of Education of LAUSD will have to approve it. Once the request for change has been approved, MCS may implement the change at the school site.

MCS will be managed by a Governing Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Board will make policy decisions for MCS and the School's principal will act in an advisory capacity to the Governing Board. Although it is important to point out that policy decisions are made by the Governing Board, the Principal will make recommendations and the Governing Board will make the final decision.

MCS petitioners collectively have held a variety of professional educational positions and have accumulated a great deal of educational experiences to be capable of designing curriculum and making financial decisions that will support its educational vision. The Founding Board includes: three university professors, three principals, a school psychologist, an academic counselor, an instructional math coach, a national board certified teacher, elementary and secondary teachers, a lawyer, a retired engineer, a dentist, a state assemblyman, and two businessmen/community leaders. The Board brings this background of professional experiences & dedication to ensure the success of MCS.

The MCS Governing Board will consist of at least seven (7) and no more than eleven (11) voting community representatives including one parent representative. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school, which must be operated by a nonprofit public benefit corporation, shall be entitled to a single representative on the Governing Board of the nonprofit public benefit corporation.

MCS will seek additional community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, and business and legal practices to serve on the Board.

*The Founding Governing Board consists of members with the following areas of expertise:*

- Hermine Mahseredjian, MA, LMFT - *Chairperson*  
*Founding Chairperson of Ararat Charter School Association, Inc.; Founding Co-Chairperson of MCS; Founder of Armenian Studies Program at California State University, Northridge; School Psychologist*
- Annie Darakjian, MA Ed. - *Co-Chairperson*  
*National Board Certified Teacher (Science), El Camino Real Charter High School*
- Ellie Andreassian, Ed. D – *Co-Chairperson*  
*Former Principal AGBU Schools; WASC Visiting Committee Member; Chairperson of Saturday Language Schools of Western Diocese of the Armenian Church in North America*
- John Titizian, MSEE - *Treasurer\**  
*Electrical Engineer; Entrepreneur: Private Business*
- Bedros Ghazarian, JD –*Legal advisor*  
*Attorney at law*
- John Henderson, JD – *Legal Advisor, Co-Treasurer*  
*Attorney at Law*
- William Delatorre, Ph. D. - *Member*  
*Chairperson, Education Leadership and Policy Studies Department, CSUN*
- LAUSD Representative – Dr. Joyce I. Johnson. *Ex Officio*

*\*Will exercise oversight responsibilities for the development and implementation of the budget and will not serve as the on-site Financial Manager.*

***Responsibilities of the Governing Board include, but are not limited to, the following:***

- Adopting, evaluating, and updating school policies consistent with the law and MCS’s mission
- Adopting a fiscally responsible budget based on the school’s vision and goals
- Reviewing the recommendations from Massis Charter School’s principal for the hiring of school personnel or independent contractors
- Monitoring the fiscal health of the school on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars (\$1,000)
- Approving the annual fiscal and performance audits
- Developing the school calendar and scheduling Board meetings
- Developing the Board policies and procedures
- Developing and approving the annual budget
- Reviewing requests for educational field trips
- Reviewing and recommending curriculum changes as needed
- Maintaining accountability for student learning by monitoring student progress
- Ensuring that a safe and appropriate educational environment is provided to all students
- Hiring, supervising, and evaluating the Principal and if necessary, terminating
- Meeting corporate requirements
- Overseeing and approving the school’s annual budget, fiscal affairs, and audits
- Reviewing quarterly financial reports



- Electing Governing Board members once every three years or as necessary.
- Assessing and determining salary increases
- Overseeing the dispute resolution and compliant procedures when necessary
- Approving school proposed charter amendments, with material revisions to be submitted for approval by the chartering agency, pursuant of Education Code Section 47607
- Approving personnel discipline (suspensions or dismissals) as needed
- Appointing an administrative panel, from the Governing Board, to act as a hearing body to take action on recommended student expulsions.
- Creating Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.
- The Board may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by, any law, and which is not in conflict with the purposes for which schools are established.

## **PROCESS FOR THE SELECTION OF THE GOVERNING BOARD**

The selection process of members of the Governing Board shall be conducted through nomination by a Nominating Committee. The Nominating Committee could include members from the Governing Board, the Advisory Board, and Parents & Community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Governing Board, which will make the final selection.

MCS Governing Board members will serve for a term of three (3) years. At the end of third (3<sup>rd</sup>) year, (for staggering purposes) by lottery, three (3) of the members' term will end. At the end of the 4<sup>th</sup> year, a different two (2) members' term will end, & at the end of the fifth (5<sup>th</sup>) year the remaining two (2) members' term will end. This way, at any given time, six (4) of the seven (7) Governing Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the Governing Board members could be re-elected to serve additional terms but not to exceed three terms.

## **FREQUENCY OF THE GOVERNING BOARD MEETINGS**

MCS Governing Board will meet at least once a month (in the beginning few months the Board will meet twice per month or as needed to ensure that the school starts on a strong footing) to review MCS's achievements and provide support in achieving short term and long term goals set by MCS. This team is responsible for sound management of MCS's resources and is accountable for student learning goals. This oversight will ensure the success of MCS. All meetings will comply with the Brown Act.

## **PROCEDURES FOR POSTING MEETING NOTICES, DISTRIBUTING AGENDAS, AND RECORDING MINUTES**

All meetings will be scheduled in advance. All meeting dates, times and agendas will be posted in the MCS



website and office at least 72 hours prior to the meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required and will be kept in a binder in MCS's main office. In compliance with the Brown Act, some of MCS Board meetings will be held in closed session. MCS committee meetings will also be held in compliance of Brown Act requirements.

## **LEADERSHIP AND SCHOOL OPERATIONS**

School-based decision-making at MCS is designed to:

- Ensure that all decisions regarding policy and practice made at MCS have a single focus: to achieve the learning outcomes delineated for students in the charter
- Ensure that staff members are involved in the decision-making process at MCS
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
- Ensure long-term effectiveness of local school control and accountability
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at MCS.
- Ensure that MCS principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Governing Board will have final authority.

The Governing Board reserves the right to restructure operating organization to include parents and ethnic representatives.

## **COUNCILS AND COMMITTEES**

The role of the principal in all councils and committees is to help support and maintain the school's vision and also be the conduit to the MCS Governing Board for recommendations or requests. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the Councils.

During the first 3 weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers are not required to be family representatives or serve on committees.

Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives.

Charter Schools are not required to establish a School Site Council (Education Code 47605).

## **SCHOOL LEADERSHIP COUNCIL**

The day-to-day decisions of MCS will be managed by the School Principal. School Leadership Council (SLC) recommendations are strictly limited to operational issues such as: school-wide decision making that supports

the vision, budget revisions/expenditures up to a thousand dollars (\$1,000), student achievement, assessment dates, instructional program review, student placement, consensus building, student traffic flows, lunch schedules, etc. This committee advises the School Principal on the aforementioned matters.

SLC teacher representatives, elected by the principal and teachers, are committed to serve for a two year period. Classified and parent representatives are elected once every two years. Classified representatives are elected by their peers and parent representatives will be elected by the parents of MCS. The Parent Involvement Committee representative will facilitate the elections.

SLC meetings are scheduled in advance for the entire year in an alternating week cycle (twice per month). From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least a 72 hour notice. SLC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made by the SLC will be made by consensus.

***The School Leadership Council includes:***

- 1 principal
- 1 teacher representative from each grade level
- 1 classified representative
- 2 parent representatives

## **CURRICULUM COMMITTEE**

The Curriculum Committee acts as an advisory body to the School Principal, in which their work is to make decisions about MCS's educational and instructional program and develop curriculum and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs.

Curriculum Committee members, elected by the principal and teachers, are committed to serve for a two year period. Parent representatives are elected on a bi-annual basis elected by the parents of MCS, and the parent involvement committee representative will facilitate the elections. This committee will meet on an *as needed* basis.

***The Curriculum Committee includes:***

- 1 principal
- 1 teacher from each grade level
- 2 teachers representing each program (ELA, Math, Science, SS, VAPA)
- 2 parent representatives

## **PARENT INVOLVEMENT COMMITTEE**

The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of MCS and are encouraged to actively participate in decision making processes of the school. The purpose of the PIC is to coordinate all parents' involvement in the parent center, on campus, as well as participation in parent training workshops. Additionally, PIC will recruit volunteers, engage parents in educational issues that affect the school, families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. It will be the largest committee of MCS. Elections will be held once every two years. PIC members will be elected by their peers.

The PIC meets once per month.

### ***The Parent Involvement Committee includes:***

- 1 principal
- All parents
- 2 teachers
- 1 classified

## **PROFESSIONAL DEVELOPMENT COMMITTEE**

The Professional Development Committee (PDC) plans and develops quality staff developments that keep teachers and staff abreast of new research, strategies, and techniques that are geared to improve student achievement. Also, the PDC will be involved in seeking out and attending cutting-edge workshops and conferences as well as encourage the participation of faculty and parents.

### ***The Professional Development Committee includes:***

- 1 principal
- 3 teachers
- 1 nurse
- 1 classified
- Consultants from the Governing Board

The PDC officially meets twice a month to plan and develop relevant/quality staff development.

## **HEALTH AND SAFETY COMMITTEE**

The Health and Safety Committee (HSC) is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students' health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check).

***The Health and Safety Committee includes:***

- 1 principal
- 1 nurse
- 1 teacher
- 1 parent
- 1 classified

**HUMAN RESOURCES COMMITTEE**

The Human Resources Committee (HRC) is in charge of recruiting, interviewing, and recommending all new certificated and classified employees. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the School Principal, who then takes the recommendations to the Governing Board.

***The Human Resources Committee includes:***

- 1 principal
- 2 teachers
- 1 parent
- 1 classified
- Consultant from Governing Board as needed

**GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS**

MCS will 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 MCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MCS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

MCS will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## **AUDIT AND INSPECTION OF RECORDS**

MCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- MCS is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of MCS
- The District is authorized to revoke this charter for, among other reasons, the failure of MCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement
- MCS and, or its non-profit corporation, will be solely responsible for the debts and obligations of MCS.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit MCS 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 school financial information
- The school's debt structure
- Governance policies, procedures, and history
- The recording and reporting of attendance data
- The school's enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

MCS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to MCS. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse related to MCS operations is received by the District, MCS shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

MCS acknowledges and agrees that all persons are entitled to equal employment opportunity. MCS 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

MCS shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. MCS shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. MCS shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **EMPLOYEE POSITIONS AND QUALIFICATIONS**

The vision and mission of MCS must be embraced by all stake-holders in its goals for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. MCS shall comply with the requirements for hiring of teachers and paraprofessional as specified by the No Child Left Behind Act (NCLB). MCS will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at MCS shall be “Highly Qualified” and will be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1).

It is the intent of MCS to recruit “Highly Qualified” teachers through extensive recruitment efforts, such as participating in college and university job fairs and posting openings on Edjoin website. Teachers currently enrolled in clear credential programs will be given two years to complete the requirement if they want to maintain their employment status at MCS (C 4).

## **QUALIFICATIONS OF EMPLOYEES IN KEY POSITIONS**

### **Qualifications of Principal**

- Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have a Master's degree.
- Have at least five years of successful teaching experience.
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, assistant principal, or principal)

### **Qualifications of Teachers**

- Meet the requirements of NCLB (Highly Qualified).
- Hold a valid teaching credential from the Commission on Teacher Credentialing, clear or preliminary.

### **Qualifications of Paraprofessionals**

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).
- Have knowledge of basic methods and techniques for effective instruction of students in reading, writing and math.

## **EMPLOYMENT REQUIREMENTS**

### **Staff Member Selection**

MCS shall select its own staff. MCS believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

***When certificated vacancies occur, the Human Resources Committee shall:***

- Announce openings
- Recruit applicants
- Request resumes
- Interview applicants

- Observe demonstration lessons
- Choose the candidate by consensus

***All applicants will be required to:***

- Meet the NCLB requirements, if applicable (Highly Qualified)
- Provide medical clearance (TB test results)
- Submit fingerprints for background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Provide proof of legal status
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students. All employee records regarding the criminal background check for each employee will be kept and maintained in a secure file in the school office.

All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection. Arrangements will be made with LAUSD for processing of credentials on fee for service basis if the need arises. LAUSD is under no obligation to furnish such service if requested.

### **Selection of Principal**

The Governing Board is responsible for hiring and evaluating the principal/director.

### **Selection of Teachers**

Initially, the Governing Board will assist the principal in interviewing and selecting the teachers. During the first three months of the operations the School Human Resources Committee will hire the certificated staff.

### **Selection of Paraprofessionals**

The principal will interview and hire paraprofessionals. All paraprofessionals will meet the requirements of NCLB.

### **Support Staff/Classified Employees**

Classified staff will be interviewed and selected by the administration of the school.

All support staff (e.g. clerical, custodial, cafeteria, parent educator, community representatives) will be interviewed and selected by the principal.



## **Selection of Day-to-Day Substitutes**

MCS utilizes qualified substitutes from the school's substitute pool of credentialed teachers. MCS will also utilize organizations such as Teachers on Reserve for substitutes.

## **Duties for Administrators**

- Facilitate the development, articulation, implementation and stewardship of a shared vision of learning
- Advocate, nurture and sustain the school culture and instructional program
- Manage the organization, operation and resources to facilitate a safe and effective learning environment
- Collaborate with families and community members
- Act with integrity, fairness and in an ethical manner
- Take responsibility for day-to-day operation of the school
- Oversee the instructional program
- Evaluate staff effectiveness
- Oversee the business practices of the school
- Provide opportunities for professional growth
- Attract new resources to the school
- Provide effective communication with the community and families

## **Duties for Teachers**

- Uphold the Charter vision
- Follow the California Standards for the Teaching Profession (Appendix B)
- Engage and support all students in learning
- Create and maintain effective environments for student learning
- Understand and organize subject matter for student learning
- Assess student learning
- Plan instruction and design learning experiences for all students
- Develop as a professional educator
- Participate in school committees
- Provide a quality and enriched curriculum
- Provide continual assessment of student progress and maintain records of progress
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Act with integrity, fairness and in an ethical manner
- Provide for open communication with all members of the school community
- Discipline students
- Adhere to all MCS policies as established by the Governing Board

### **Duties for Classified and Other Personnel**

- Uphold the Charter vision
- Perform daily duties as described by individual job descriptions
- Ensure proper function and operation of the school (attendance, enrollment, etc.)

### **Qualifications of Secretary/Office Manager**

- Hold a bachelor's degree or higher
- Expert in school related technological knowledge and office practices.
- Three (3) years of responsible office, or secretarial experience, preferably in positions requiring independent responsibilities for office procedures.
- Knowledge of Microsoft Word and Excel and other school related software

### **Essential Functions and Responsibilities Secretary/Office Manager**

- Serve as secretary to a school administrator, relieving the administrator of a variety of clerical and technical duties.
- Compute and compile information and figures for reports.
- Review type technical reports including doing research assistance in some instances.
- Act as a receptionist.
- Give information and assistance to school employees, students, other public officials and the general public by telephone and in person.
- Compose correspondence independently on routine matters not involving policy decisions.
- Post and maintain records.
- Type a variety of materials.
- Prepare forms and requisitions and maintain files.
- Receive, open and review mail for supervisor and other staff.
- Maintain appointment calendars.
- Operate a variety of office equipment.
- Keep time sheets for other employees.
- May assist supervisor in preparing and setting up materials for special workshops including doing memoranda, attendance lists, agenda and evaluation surveys.
- Organize budget books and other financial material to maintain accurate fiscal records; maintain a wide variety of files and other information.
- Gather information and prepare draft agenda for meetings or approval by supervisor.
- Attend meetings and take notes of business transacted and prepare official minutes from notes taken.
- May supervise assigned workers.
- May be required to provide translation and interpretation of another language other than English.

## **Qualifications of Clerk Typist II**

- Equivalent to graduation from high school, including or supplemented by courses in typing and office practices
- Three (3) years of increasingly responsible office and clerical experience, preferable including experience in school or instructional activities.
- Knowledge of modern office methods and procedures including the preparation of business correspondence.
- Ability to type at a rate of not less than 45 words per minute from a clear, legible copy.
- Ability to lift up to 15 lbs.
- Knowledge of filing and standard office equipment operation; computer software for attendance reporting.
- Knowledge of Microsoft Word and Excel.
- Knowledge of correct English usage, spelling, grammar, and punctuation.
- Knowledge of receptionist and telephone communications techniques in providing information to the public.
- Knowledge of basic arithmetic concepts.

## **Essential Functions and Responsibilities of Clerk Typist II**

- Perform general clerical work involving some independent judgment, accuracy and speed.
- Work independently with confidential records and materials.
- Learn and interpret rules, regulations, and instructions and carry out oral and written directions.
- Operate word processing equipment.
- Experience with student accountability systems is desirable.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Responsible for specialized functions such as student attendance/enrollment activities.
- Maintain daily attendance records and monthly reports.
- Perform a wide variety of clerical work including tasks such as standard and statistical typing, checking, proofreading, filing, distributing copies, posting to cards and logs, reporting information on records, and compiling information for reports and summaries.
- May independently maintain records for specialized programs.
- Prepare a wide variety of reports and summaries requiring independent judgment.
- Type confidential and technical reports.
- Answer telephones and handle public inquiries.
- Maintain a variety of files and records, personally collecting the required information; type rough and final copy materials from a Dictaphone and/or written rough drafts.
- Operate office equipment including computer, fax and copy machines.
- May compose simple or routine letters independently.
- Receive, sort and distribute mail.

- Schedule meetings.
- May be involved in maintaining permanent records of students.
- May be involved in maintaining some financial records and preparing deposits.
- May type requisitions, receive, shelve and distribute supplies and materials.

### **Qualifications of Teacher Assistant**

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).
- Knowledge of:
  - Basic methods and techniques for effective instruction of students in reading, writing and math (NCLB requirement).
  - Correct English usage, spelling, grammar and punctuation.
  - General needs and behavior patterns of students at level to which assigned.
  - Typing, filing and other general clerical skills.
  - Basic arithmetic skills.
- Ability to:
  - Perform routine, general clerical tasks.
  - Operate a typewriter and operate or learn to operate other standard office equipment.
  - Learn pertinent procedures and functions quickly and apply them without close and immediate supervision.
  - Operate or learn to operate audio-visual equipment.
  - Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with others.

### **Essential Functions and Responsibilities of Teacher's Assistant**

- Assist teachers by providing instructional assistance to individuals and small groups in reviewing and reinforcing previously introduced skills.
- Read to students, explain work assignments, coordinate and assist students in learning groups and centers.
- Assist students in the selection of books and resource materials.
- Follow teacher's lesson plans and assist in preparation of plans or develop own plans based on teacher's direction and explanation of students' academic needs.
- Assist in the evaluation of the instructional and the students' progress and problems.
- Organize and classify resource materials.
- Assist teacher in preparing a variety of learning materials including preparation and maintenance of bulletin boards, interest centers, educational displays and teaching devices.
- Operate audio-visual equipment such as video tape decks, motion picture projectors, film strip and overhead projectors, and collect and inventory equipment.
- Perform variety of routine clerical and record keeping activities such as taking roll,

collecting monies, filling out forms and applications, and correcting papers.

- File and record test scores, grades and other data in student records.
- May be required to assist in administering, proctoring and scoring tests and charting student progress.
- May be required to check out, order, process and maintain books and various reference materials in a library or resource room.
- Prepare materials for parent meetings.
- Operate office equipment such as typewriter, duplicator, and copy machine in the preparation of instructional materials.
- Straighten or organize classroom or other learning facility.
- May be required to accompany students on field trips.
- May be asked to attend in-service training programs and workshops, Back-to-School nights and other activities.
- Respect confidential nature of pupil records and school reports.
- Assist in maintaining student contracts, observe and report to teacher unusual or atypical behavior or problems.
- May be asked to attend parent conferences.
- Assist teacher in maintaining discipline and monitor classroom, playground or other areas.

## **WORK BASIS**

### ***Principal:***

- Directors will work 215 days as per the adopted calendar.
- At least one director will be present when children are participating in a school activity outside the school calendar

### ***Teachers:***

- All teachers work 188 days as per the traditional calendar adopted by the school.
- Certificated staff is required to attend all trainings held during the calendar year.

### ***Office and Custodial Personnel:***

- All office and custodial personnel will work 192 days.
- Work opportunities may be offered during summer school and when necessary.

### ***Paraprofessionals:***

- All paraprofessionals will be assigned to classes during the 180 days. Hours and number of days may vary, as they are not contracted employees.
- Paraprofessionals will not be assigned during the summer months.

## **EVALUATION**

MCS will evaluate certificated and classified employees. Certificated employees will set goals for

improvement based on the California Standards for the Teaching Profession. The evaluation process will follow the Stull Act. The process will include: goal setting, pre-and post- observation conferences, and Summative evaluation. In the event of an unsatisfactory evaluation, the teacher may submit a written response. This written response will be included in the teachers' confidential personnel file. The principal will be evaluated by the Board based on the Standards for School Leaders the Board will set goals for evaluation. The Board will provide a Summative evaluation. Classified staff and paraprofessionals will be evaluated annually by the principal. The process will include goal setting, job benchmarks, observations and Summative evaluation. In the event of an unsatisfactory evaluation, the staff member may submit a written response. This written response will be included in the teachers' confidential personnel file.

Both for certificated and classified staff, if an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan will outline implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations.

## **TERMINATION**

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Employees will be dismissed from working at the charter school by:

- Voluntary termination or resignation. In this event, it is highly desirable and recommended that the employee provide the school with at least a 10 working day notice.
- Involuntary termination or discharge. When an employee is terminated or discharged, the Principal will make a recommendation of termination or suspension to the Governing Board if s/he determines that the employee has failed to fulfill the duties and responsibilities as outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 working days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the students, other employees and/or the school property - in that case, the employee will be removed from the campus immediately.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

## **EMPLOYEE GRIEVANCE PROCEDURES**

All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal certificated and classified evaluation process

Disputes arising from within the school, including all disputes among and between teachers, staff, and administration, will be resolved pursuant to policies and practices developed by the school. Dispute resolution process will include the following:

## **DUE PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES**

Employees who have a complaint or wish to challenge disciplinary action taken by MCS must use the following procedures:

1. An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 working days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 working days of receipt by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.
2. A Grievance Board shall be called, to be chaired by a designee of the Governing Board. A three-member grievance board (made up of members of the Governing Board that do not present a conflict of interest) shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses and/or other representatives, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within 10 working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within 10 working days of the original hearing.

## **Element 6 – Health and Safety Procedures**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).*

### **HEALTH, SAFETY AND EMERGENCY PLAN**

MCS shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. MCS 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 child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. MCS shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

MCS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

MCS shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of MCS, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a MCS employee. MCS shall maintain on file and available for inspection evidence that (1) MCS has performed criminal background checks and cleared for employment all employees prior to employment, and (2) MCS has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. MCS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, MCS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

MCS shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as



described in Ed. Code section 49406. MCS shall maintain TB clearance records on file.

MCS shall provide for the immunization and health screening of its students, 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. MCS shall maintain immunization records on file.

## **SAFE PLACE TO LEARN ACT**

MCS shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

## **HEALTH AND SAFETY POLICIES**

MCS will provide a safe, nurturing, healthy and protective atmosphere in which every member of the community will grow and prosper. It will ensure the safety of the students and staff by complying with the current LAUSD independent MCS standards and policies for health and safety 47605 9b (5)(F), Section 44237, as well as all state and federal laws.

MCS will develop a health and safety policy which will be annually updated and reviewed, in agreement with staff and specified Sub-Committee. This policy will be distributed to all staff and parents. It will cover the following points:

- Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary as required by California Education Code section 44237.
- All employees and students will be required to provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained.
- Staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests.
- On-site health and social services to our students, such as vision, hearing, and scoliosis.
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use and violence
- Procedures for administration of medication at school
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA
- Among the many health and safety laws that will be followed is the Healthy Schools Act California Education Code section 17608, which details pest management requirements for schools.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Safe use, maintenance, and sanitation of school equipment and facilities
- To secure our campus, all perimeter gates will be locked during school hours

- Students will be supervised at all times by certificated teachers and/or by paraprofessionals

## **SITE COMPLIANCE**

MCS in the process of securing a site in the Van Nuys or North Hollywood area. The charter will provide the appropriate Certificate of Occupancy 45 days prior to the opening of the school.

MCS will comply with Uniform Building Codes, Americans with Disability Act (ADA), access requirements, and fire, health and structural safety requirements. The Certificate of Occupancy and other pertinent records will be kept on files.

If District facilities are used during the term of this charter, MCS shall abide by all LAUSD policies relating to Maintenance and Operations Services.

## **REQUIRED INSURANCE POLICIES**

No coverage shall be provided to MCS by the District under any of the District's self-insured programs or commercial insurance policies. MCS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect MCS from claims which may arise from its operations. Each MCS location shall meet the below insurance requirements individually.

It shall be Massis Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners 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 as named additional insured 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 Massis Charter School's insurance primary despite any conflicting provisions in MCS's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect MCS from claims that may arise from its operations pursuant to 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 the MCS does not operate a student bus service. If MCS provides student bus services, the required coverage limit is

\$5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by MCS to cover all charter school employees who handle, process or otherwise have responsibility for MCS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. 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 the Board of Education of the City of Los Angeles as named additional insured 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 Massis Charter School's insurance primary despite any conflicting provisions in MCS's policy.*

## **EVIDENCE OF INSURANCE**

MCS shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> floor, Los Angeles, CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The Insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

FMCSimile or reproduced signatures may be acceptable upon review by the office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should MCS deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 MCS.

Additionally, MCS will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

### **HOLD HARMLESS / INDEMNIFICATION PROVISION**

To the fullest extent permitted by law, MCS 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. MCS 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 attorney's 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 MCS, and their officers, directors, employees or volunteers. Moreover, MCS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **ASBESTOS MANAGEMENT**

MCS will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

### **DISTRICT SERVICES**

*Fee for Service* (if available)

LAUSD and MCS will reach a mutual agreement for the rate of services rendered, but MCS shall retain the right to negotiate a contract with an outside contractor at any time, if such a contract proves to be in the best interest of MCS.

MCS will contract out with private companies to provide the following services as needed:

- Administrative Services/Finance
- Student Information System
- Routine Maintenance
- Building Equipment Operation (e. g., air filter)

- Major or Differed maintenance
- Alteration and Improvements
- Custodial Services
- Gardening, landscaping, and tree trimming
- Pest Management Utilities
- Site maintenance and repair
- Garbage pick-up
- Pest control
- Technology
- Telephone

### ***Utilities***

MCS will directly pay for its utilities, such as electricity, gas, water and telephone. These payments will be deducted by LAUSD from MCS revenues flowing through LAUSD.

### ***Transportation***

Daily transportation will be the responsibility of the parent. MCS will either contract with the sponsoring district or with other approved bus companies for curricular trips.

### ***General Maintenance***

MCS will maintain the campus at or above LAUSD standards at all times. MCS will either contract with the sponsoring district or an independent vendor for general maintenance on a fee-for-service basis for those services that the sponsoring district can provide.

### ***Food Services***

MCS will either contract with an outside agency or the sponsoring district for its food service needs. The contracted agency will be responsible and accountable for filing all documents necessary for operating the food services program, as well as for reimbursements from the state.

### ***Contract Development***

MCS will always utilize effective business practices, which will result in the best quality at the best price. Contracts for services, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will be given to local bidders.

### ***Alterations and Improvements***

All alterations and improvements will be contracted either with the sponsoring district or a licensed contractor. The sponsoring district will be allowed to bid on all projects. MCS will consult with LAUSD on any major construction that is to take place on District property.

### ***Sponsoring District Services***

MCS's requested services from the sponsoring district will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to MCS requests services. Needed services will include but will not be limited to:

- School police and alarm monitoring
- Nursing Services
- Audiometric Services
- Standardized test processing

### **NATURAL DISASTERS DRILLS AND EMERGENCIES**

MCS will develop a safety and emergency preparedness plan per the guidelines set forth by the sponsoring district. This plan will include:

- Staff training on emergency procedures
- Emergency preparedness exercises (fire drills and earthquake drills)
- Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin
- Evacuation Plan

### **EMERGENCY PREPAREDNESS**

MCS will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

### **FIRE DRILLS**

Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill

signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

## **DISASTER DRILLS**

Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

## **ZERO TOLERANCE OF USE OF DRUGS AND TOBACCO**

MCS will have a “zero tolerance” policy regarding the use of drugs and tobacco by its students and staff on campus. Additionally, MCS will be a “drug free” and “tobacco free” zone, prohibiting the use of drugs and/or tobacco by parents, staff members, or visitors to the school while on campus.

## **HEALTH SCREENING AND ADMINISTRATION OF MEDICATION**

MCS will abide by all current requirements for health screening of employees and incoming students. The school’s nurse will monitor all health files and administer all medications to students.

## **MEDICATION IN SCHOOL**

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated

staff will provide parents with one week's notice to alert them that additional medication is needed.

## **BLOODBORNE PATHOGENS**

MCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The MCS Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

## **REPORTING CHILD ABUSE**

MCS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All MCS employees will be mandated child abuse reporters.

School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

## **SEXUAL HARASSMENT POLICIES AND PROCEDURES**

MCS 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, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. MCS will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the 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 a sexual misconduct policy that will be developed.



## **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.

MCS 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 MCS will undertake in order to achieve the District’s Racial and Ethnic Balance goal. MCS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, MCS 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 MCS students. Instead, the District now receives 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.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, MCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. MCS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. MCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught

for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

MCS shall implement student recruitment strategies that include, but are not necessarily limited to the following elements or strategies. We will attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District.

MCS also acknowledges that, as part of its oversight of MCS, the District may conduct program review for federal as well as state compliance.

## **OUTREACH PROGRAM**

MCS will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school's educational philosophy and instructional practices. Recruitment will be ongoing, with particular focus on the winter and spring quarters. Admission will be first come, first serve basis. If the number of students applying for admission exceeds the openings available, entrance, except for the existing students of MCS and the understated priorities, shall be determined by random public drawing in accordance with Education Code 47605(d)(2). Admission to this school will be open to any resident of the State of California.

MCS will utilize the following approaches in recruiting students that reflect the diversity of students enrolled in non-charter LAUSD schools, including but not limited to socio-economically and academically disadvantaged students. These approaches will include, but not be limited to:

- MCS Website
- School newsletters
- Flyers/Posters – posted at local preschools, houses of worship, business, libraries, children's sporting

events/activities, etc.

- Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment
- Press releases in local news papers
- Outreach events – MCS Open Houses and School Tours
- Information booths at local community events

MCS will implement an enrolment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment will start in February and extend through March, April and May. The recruitment strategies may include but not be limited to the following:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The distribution of promotional and informational material (in English, Armenian and Spanish) to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

## **GEOGRAPHIC AREAS**

MCS is in the process of looking for a location either in the North Hollywood area or Van Nuys. Therefore, the primary recruitment targets will be in one of the geographical area where the MCS will be located. However, information will be available to any student who resides within the LAUSD and surrounding district boundaries.

## **LANGUAGES**

Because of its prospective locations, recruitment information will be made available in English, Spanish and Armenian.

## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable” Ed. Code § 47605(b)(5)(H).*

### **MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

MCS shall adhere to the provisions of the 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. MCS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

### **NON-DISCRIMINATION**

MCS 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. MCS 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.

MCS 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.

If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students
- Children of teachers and staff not to exceed 10% of total enrollment

Admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, each admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing.

MCS will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted regarding the date, time and location of

the public drawing once the deadline date has passed. Names of applicants will be drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Furthermore, the application package will include the procedures that the school will follow with respect to the public random drawing. These will address:

- The rules of the lottery process, such as, the number of students on the waiting list, vacancies available per grade level, and list of priorities for enrolling students
- The methods the school will use to verify that lottery procedures are fairly executed will include the assignment of neutral party observers and proctors who will check each name drawn against the existing list
- Timeline under which the open enrollment period and lottery will occur
- MCS location where the public lottery will take place
- Phone and written notification of parents/guardians of students who have been promoted off the waiting list, with no more than five days to respond.
- Records of lottery execution will be kept on file.

The Governing Board may refine lottery policies and procedures following the first year of operations (following Ed. Code requirements). In this event, the revised policy shall be provided to LAUSD within 45 calendar days.

All parents of prospective students will be strongly encouraged to attend an orientation meeting with the principal or designee in order to make sure they understand MCS's philosophy, mission and instructional practices and agree to participate fully in the life of the school community. Parents of enrolled students will also be strongly encouraged to attend two parent teacher conferences per year, one in the fall and the other in the spring. All meetings will be scheduled to allow everyone to participate.

## **STUDENT RECORDS**

MCS will utilize enrollment forms and cumulative records to accommodate a smoother transition for student records to other schools within and outside of the District. All schools within the LAUSD boundaries will provide MCS with the cumulative records of students who transfer to MCS. MCS will also adhere to all procedures related to confidentiality and privacy records as per FERPA requirements.

## 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).*

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- a. P1, first week of January
- b. P2, first week of April
- b. Instructional Calendar – annually five weeks prior to first day of instruction
- c. Other reports as requested by the District

### ANNUAL AUDIT PROCEDURES

An independent audit by a public accountant certified by the State of California will be performed annually for all accounts. The auditors will have extensive experience with education finance. Audited financial reports (for the fiscal year ending June 30th) prepared by an independent CPA at MCS’s expense will be submitted annually to the sponsoring district, Los Angeles County of Education (LACOE), and the California Department of Education (CDE) by December 15th or any date determined by LAUSD’s General Accounting. MCS’s financial statements will be audited in accordance with generally accepted accounting principles and standards. Any other audits will be at the requesting authority’s expense.

In the event that the auditor’s report finds discrepancies or exceptions, MCS shall resolve audit discrepancies or exceptions to the satisfaction of LAUSD.

MCS also acknowledges its responsibility to respond to requests for information by the authorizing agency in a timely manner.

The Principal will be responsible for contracting and overseeing the independent audit. The final audit will be presented to the Governing Board of Directors.

Independent auditors generally request banking, accounting and systems information from the school which they will be auditing. As the request for this information is received at MCS, the school will prepare and submit all information to the auditors so that they may conduct their pre-audit inspection. Auditors then submit a list of items, checks, invoices, and accounting information that they will be inspecting while on their onsite audit. All those documents will be prepared and ready for the auditors for when they arrive. Any questions or clarifications to the accounting procedures, revenues and expenditures will be made at the site visit.

## **PLANS AND SYSTEMS FOR INDEPENDENT AUDIT**

### ***Site-Based Budgeting***

MCS will utilize site-based budgeting procedures that:

- Allow the redirection of spending priorities to provide leverage for fundamental changes.
- Link budget to student outcomes.
- Make budgeting program-driven instead of formula-driven
- Please see Attachment F for the four-year budget, cash flow and salary schedules.

### ***Revenue Flow***

MCS will work cooperatively and collaboratively with the California Department of Education, LAUSD, and the Los Angeles County Office of Education (LACOE) personnel to ensure the continued flow of funds to MCS. Funds from CDE and LAUSD will be transferred electronically or by check to MCS's accounts at the Los Angeles County Treasury through LACOE. All funds which flow through LAUSD will be transferred to MCS's accounts within 15 days of LAUSD receiving such funds from the county or CDE.

Pursuant to section 15417 of Chapter 14 of Division 1 or Title 5, for those programs which the Charter cannot apply directly, and which are not included in the Categorical Block Grant, MCS will engage the local district or the state in securing its equitable share, based on its student population and program eligibility of program funds. These funds may include, but are not limited to transportation, sales and use taxes, developer fees, parcel taxes, building bond funds, Medical, mandated costs and property taxes. Per section 47635 (a) of the Education Code, LAUSD will transfer the appropriate percentage of funding to MCS as part of its monthly local property tax transfer.

## **DEPOSITORY/ACCOUNTING/PAYROLL**

All revenue generated by MCS will be deposited in the Los Angeles County Treasury or at an FDIC insured bank. All payroll warrants will be drawn from the LACOE account so that all pertinent reports are filed by the

county for the IRS and for accounting and audit purposes. Three revolving accounts will be held at a local financial institution (one for general purpose, one for student body, one for cafeteria) for day to day expenditures. All expenditures over \$5000.00 will require two signatures.

## **BUDGET DEVELOPMENT/FISCAL REPORTS**

Budget development will begin each year immediately following the January announcement of the Governor's K-12 budget proposals and continually refined through the May Revise and through the final State Budget Act. Budgeted resources will always be consistent with MCS goals as identified by the Governing Board.

## **CONTRACT DEVELOPMENT**

MCS will always utilize effective business practices which will result in better quality at better prices. Contracts for service, equipment and alterations and improvements will be submitted to multiple bidders. All things being equal, preference will always be given to local bidders.

## **EMPLOYEE-RELATED INSURANCE/BENEFITS**

MCS will continue to provide the following for all its employees:

- Worker's Compensation Insurance
- Unemployment Insurance
- Medicare

MCS will purchase health benefits through a competitive pricing bid. Therefore, all full-time qualified employees will be provided with the following:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Optional Life Insurance (Paid by the employee)

## **ILLNESS LEAVE**

### ***Certificated Employees***

All certificated teachers at MCS will receive ten (10) illness days each school year. MCS will allow certificated employees to accumulate illness days from one year to the next.

### ***Classified Employees***



Full-time classified employees will receive ten (10) illness days a year. MCS will allow classified employees to accumulate illness days from one year to the next

Part-time classified employees including all TAs do not qualify for any illness days.

## **VACATION DAYS**

Qualified Certificated Management and Classified employees will receive 10 vacation days a year. Certificated employees are not entitled to vacation days. All unused days may be accrued from one year to the next with a cap of 20 days accumulated.

## **ATTENDANCE ACCOUNTING**

To ensure the integrity of attendance accounting, an office clerk will monitor the daily accuracy of our system which is employed at MCS. Existing attendance accounting procedures reported through LAUSD provide excellent checks and balances and will be utilized unless a more efficient system can be devised which will satisfy the requirements of CDE, LACOE and LAUSD. Additionally, attendance accounting will be included in our annual independent audit. To facilitate the transfer of students from and to our sponsoring district schools, MCS will input data in the sponsoring district's SIS and any successor system as long as the sponsoring district continues to provide the system and training.

## **ADA ACCOUNTING**

MCS will utilize the reporting procedures of the LAUSD. Attendance accounting procedures will satisfy the requirements of the District, LACOE, and the CDE. Classroom teachers will record daily attendance. State School registers will be completed on a monthly basis documenting the month's attendance. Attendance accounting reports will be completed and submitted to the requesting agencies in a timely manner.

## **PURCHASING**

MCS will always seek to maximize its use of resources through effective purchasing practices.

## **ADMINISTRATIVE SERVICES**

MCS will continually strive to work collaboratively with LAUSD. All MCS requested services from LAUSD will be on a fee for service basis. All services provided by LAUSD to MCS are initiated by a written request from MCS to LAUSD.

LAUSD may charge for the actual cost of supervisory oversight of MCS not to exceed 1% of MCS's revenue, or the District may charge for the actual costs of supervisory oversight of MCS not to exceed 3% if MCS is able to maintain substantially rent free facilities from the District. Notwithstanding the forgoing, the District may charge a maximum supervisory oversight fee allowed under the law as it may change from time to time.

## **MANDATED COSTS**

In order to meet the health, safety and public accountability requirements of all public school children at MCS, the school will be required to comply with the following programs and activities.

- Annual Parent Notifications
- Behavior Intervention Plans
- California English Language Development Test
- Comprehensive School Safety Plan
- Criminal Background checks
- Emergency Procedures: Earthquake and Disasters
- Habitual Truant Conferences
- Open Meetings Act/Brown Act (section 9)
- Pupil Classroom suspension by Teacher
- Physical Fitness Tests
- Pupil Exclusions
- Pupil Health Screenings
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- School Bus Safety I and II
- Standardized Testing and Reporting
- STRS Creditable Compensation

It is the expressed intent of MCS to comply with all of the aforementioned mandates and file directly for reimbursements.

## **FACILITIES**

MCS is an independent, directly funded school. The Board of Trustees is in the process of finding a facility in the North Hollywood/Van Nuys area.

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled”* Ed. Code § 47605(b)(5)(J).

### **GENERAL PROVISIONS**

MCS 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.

MCS 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.

MCS 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. MCS 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.

MCS shall be responsible for the appropriate interim placement of students during and pending the completion of MCS’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MCS shall document and implement the alternatives to suspension and expulsion that MCS utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, MCS 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 MCS 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 MCS’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 MCS conducted a Link Determination meeting to address two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of MCS's failure to implement 504 Plan?

Notwithstanding the documentation sent to the MCSs Division as indicated above, if the student is a resident of a school district other than LAUSD, MCS 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, MCS shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

## **OUTCOME DATA**

MCS 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 MCS shall be given a rehabilitation plan upon expulsion as developed by MCS'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 MCS for readmission. MCS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

MCS'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, MCS's governing board shall readmit the pupil, unless MCS'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**

MCS's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. MCS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

MCS shall comply with the federal Gun-Free Schools Act.

## **STUDENTS WITH DISABILITIES**

MCS shall implement operational and procedural guidelines ensuring 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, MCS 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, MCS 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 MCS, 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, MCS’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 MCS’s failure to implement 504?

*“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).*

## **DISCIPLINE FOUNDATION POLICY**

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for.

In order to maintain a positive learning community, prior to August 10, 2015, MCS will develop and maintain a comprehensive set of student discipline policies through the work of the *School Leadership Council* that includes the administration, teachers, staff, and parents. The Progressive Discipline Plan will be developed in accordance with California Education Code Section 48900 and will also include reasons for suspension and expulsion.

The main features of the discipline plan will include, but not be limited to the following guidelines:

- **Behavior Values:** mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment,

- **Rules of Conduct and behavior:** attendance, computer Policy, Dress Code, electronics, homework policy and tardy policy
- **Consequences:** warning and reminder, a respectful related consequence, disciplinary referral to the office, loss of privileges, In-house suspension, suspension/parental supervision
- **Intervention Strategies:** alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension

These policies will be distributed in the school's *Student Handbook* which will be developed prior to August 31, 2015 with participation of the *School Leadership Council* that consists of administration, teachers, staff and parents/guardians. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

## **SUSPENSION AND EXPULSION PROTOCOL**

A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

MCS Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students. 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 Charter School'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.

MCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of MCS Student Handbook and will clearly describe discipline expectations.

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.

MCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in the 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. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

## **COMPLIANCE WITH IDEIA**

MCS will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom MCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

MCS will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom MCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

MCS recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. MCS shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

## **GROUND FORS SUSPENSION AND EXPULSION**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any



person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- • Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
- Made terroristic threats against school officials, school property or both. Section 48900.7
- It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.
- Students shall be immediately suspended and recommended for expulsion for any of the following reasons, as specified in Education Code Section 48915(c):



- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

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

A student will not be suspended or expelled for truancy or tardiness.

## **DISCIPLINARY RECORDS**

MCS shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to MCS principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

## **SUSPENSION PROCEDURE**

### *Conference*

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

### ***Notice to Parents/Guardians***

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

### ***Length of Suspension***

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year. Upon a recommendation of Placement/Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This 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.

## **EXPULSION PROCEDURES**

### ***Authority to Expel***

A student may be expelled either by MCS Board following a hearing before it or by MCS Board upon the recommendation of an Administrative Panel to be assigned by MCS Board as needed. The

Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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

All expulsions cases will be heard by an independent Administrative Panel pursuant to E.C Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel shall consist of three (3) independent certificated designees appointed by the Board that do not include paid staff of the school.

### ***Written Notice of Hearing***

Written notice of the hearing shall be forwarded to the student and 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 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or 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.

### ***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 recommendation by the Administrative Panel to expel must be supported by substantial evidence 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of MCS who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel 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's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MCS
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

MCS recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies addressing the appropriate

treatment special education students. MCS will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree, PL 94-142, the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the Principal or designated administrator will be responsible for managing continued application of school policies.

A manifestation determination will be deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten consecutive days or is subjected to a series of removals that appear as a pattern because they accumulate to more than ten school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to each other.

### **SUSPENSION OF STUDENTS WITH EXCEPTIONAL NEEDS**

While special education students are subject to suspension on the same “Grounds for Suspension and Expulsion” as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

- Suspension will be imposed only when other means of correction fail to bring about proper conduct
- This will be done through a positive behavior intervention plan developed by the IEP team

### **EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS**

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and MCS, an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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’s failure to implement the 504 Plan?

### **PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES**

- A student who has not been identified may assert the procedural safeguards only if the MCS had knowledge that the student was disabled before the behavior occurred, including

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write
- The parent has requested an evaluation of the child.

## **PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT/BATTERY OFFENSES**

MCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by MCS or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MCS 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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, MCS must present evidence that the witness' presence is both desired by the witness and will be helpful to MCS. The person presiding over the hearing 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 presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 person conducting the hearing 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.

## **ALTERNATIVES**

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through MCS attendance policy and are not in of themselves a student discipline issue.

A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures.

## **APPEAL PROCESS**

### ***Suspension Appeal Process***

The parent or guardian of a suspended student or the suspended student himself or herself may appeal



the suspension decision within 5 working days directly to the Governing Board. The Governing Board will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Board determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- MCS's Governing Board will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Governing Board will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, MCS's Governing Board may make one of the following decisions regarding the suspension.
  - ✓ Uphold the suspension
  - ✓ Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
- MCS Governing Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

### ***Expulsion Appeal Process***

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/ guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by MCS Governing Board will hear the appeal, and its decision will be final.

## **PROCESS FOR REHABILITATION, READMISSION, INTERIM PLACEMENT**

### ***Expelled Pupils/Alternative Education***

In the event of a decision to expel a student from MCS, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the



appropriate educational placement of the student who has been expelled.

### ***Readmissions Due Process***

In the event an expelled student is denied admission to MCS, after the investigation and meetings set by the Principal to determine that the student has made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of MCS students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

- Notice of the previous specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MCS
- Findings by the Board on the Principal's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
- Alternative area schools
- New admissions eligibility date
- Notification of SELPA
- Services During Suspension: Students suspended for more than ten (10) school days in a school year shall continue to receive services
- Outlines Procedural Safeguards/Manifestation Determination: Within ten (10) school days of a recommendation for expulsion, MCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; 2) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If either is applicable, the conduct shall be determined to be a manifestation of the child's disability.
- If determined that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: assess, implement a behavioral intervention plan, OR review the existing behavioral intervention plan and modify it,
- If determined that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the MCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### ***Expelled Transfer Student Admission***

If a student is under an expulsion order from another school district (LEA), all information must be provided to MCS Board of Directors for review. MCS Governing Board will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or MCS shall be in the sole discretion of the Board. To determine if student is "rehabilitated," the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The

Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from MCS or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student's progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon MCS's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at MCS by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student's success at MCS.

### ***Readmissions Appeal Process***

Request an expedited administrative hearing or by utilizing the dispute provisions of the 504 Policy and Procedures during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise. In the case of expulsions, a fair and impartial panel of representatives appointed by MCS Governing Board will hear the readmissions denial appeal, and its decision will be final.

### ***Special circumstances***

In special circumstances, a student can be moved to an interim alternative educational setting (but not more than forty-five days) without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

## **PROCESS BY WHICH SALARIES, BENEFITS, WORKING CONDITIONS WILL BE DETERMINED:**

MCS shall be deemed the exclusive public school employer of the employees of MCS for collective bargaining purposes, and will comply with all provisions of the Educational Employment Relations Act (EERA).

All decisions regarding employee salaries and health and welfare benefits will receive recommendations from the School Leadership Council and Human Resources Committee. These committees include representatives of administrative, teaching and clerical staff. With respect to salaries and benefits, the principal will take the recommendations to the Governing Board who will make the final decision. Similarly, with respect to working conditions, calendar, holidays, vacations, and work year, the principal will take the recommendations of the Leadership Council and the Human Resources Committee to the Governing Board for approval as necessary.

## RETIREMENT

MCS will make all contributions that are legally required of employers. MCS shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. MCS will contract with EdTec-Business and Development Specialist for MCSs, to handle payroll and accounting services. The Treasurer of the Governing Board for the MCS will be responsible for oversight and insuring that all retirement payments are sent to the appropriate agency in a timely manner.

- ***STRS (State Teachers' Retirement System):*** All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and MCS will contribute the employer's portion required by STRS. All withholding from certificated employees and MCS will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS or other similar retirement system.

- ***403B Retirement System:*** All full-time classified employees will be members of STRS or a similar retirement system such as social security. Employees and MCS will contribute the required rate as designated by STRS or the appropriate agency.

Employees will accumulate service credit years in the same manner as all other members of STRS or a similar retirement system.

- ***PARS (Public Agency Retirement System):*** MCS will participate in the Public Agency Retirement System for non-STRS eligible part-time employees.

## **Element 11 – Employee Retirement System**

Pupils who choose not to attend MCS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend MCSs.” Ed. Code § 47605(b)(5)(L).*

### **PROCESS BY WHICH SALARIES, BENEFITS, WORKING CONDITIONS WILL BE DETERMINED:**

MCS shall be deemed the exclusive public school employer of the employees of MCS for collective bargaining purposes, and will comply with all provisions of the Educational Employment Relations Act (EERA).

All decisions regarding employee salaries and health and welfare benefits will receive recommendations from the School Leadership Council and Human Resources Committee. These committees include representatives of administrative, teaching and clerical staff. With respect to salaries and benefits, the principal will take the recommendations to the Governing Board who will make the final decision.

Similarly, with respect to working conditions, calendar, holidays, vacations, and work year, the principal will take the recommendations of the Leadership Council and the Human Resources Committee to the Governing Board for approval as necessary.

### **RETIREMENT**

MCS will make all contributions that are legally required of employers. MCS shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. MCS will contract with EdTec-Business and Development Specialist for MCSs, to handle payroll and accounting services. The Treasurer of the Governing Board for the MCS will be responsible for oversight and insuring that all retirement payments are sent to the appropriate agency in a timely manner.

#### ***STRS (State Teachers’ Retirement System):***

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and MCS will contribute the employer’s portion required by STRS. All withholding from certificated employees and MCS will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS or other similar retirement system.

***403B Retirement System:***

All full-time classified employees will be members of STRS or a similar retirement system such as social security. Employees and MCS will contribute the required rate as designated by STRS or the appropriate agency.

Employees will accumulate service credit years in the same manner as all other members of STRS or a similar retirement system.

***PARS (Public Agency Retirement System):***

MCS will participate in the Public Agency Retirement System for non-STRS eligible part-time employees.

MCS does not have a geographic boundary therefore any child within the State of California that chooses to attend may do so dependent upon open seats.

MCS will enroll students on a first come first serve basis until capacity is reached. Student will then be placed on a waiting list and as space becomes available the school will fill those positions based on a public lottery drawing. The date and time of the lottery will be publicized through flyers and phone calls to parents who are on the waiting list. The public lottery will be held at MCS.

Parents and guardians of each pupil enrolled in MCS shall be informed that the pupil has no right to admission in non-charter District school (or program within a District school) as a consequence of enrollment in MCS, except to the extent that such a right is extended by the District.

MCS will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

## 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 who choose not to attend MCS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

MCS does not have a geographic boundary; therefore any child within the State of California that chooses to attend may do so depending upon open seats.

MCS will enroll students on a first come first serve basis until capacity is reached. Student will then be placed on a waiting list and as space becomes available the school will fill those positions based on a public lottery drawing. The date and time of the lottery will be publicized through flyers and phone calls to parents who are on the waiting list. The public lottery will be held at MCS.

Parents and guardians of each pupil enrolled in MCS shall be informed that the pupil has no right to admission in non-charter District school (or program within a District school) as a consequence of enrollment in MCS, except to the extent that such a right is extended by the District.

MCS will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

## Element 13 – Rights of District Employees

*“A description of the rights of any 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 MCS shall have no automatic rights of return to the District after employment at MCS 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 MCS will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

UTLA represented employees who chose to work at a start-up MCS are governed by Article XII-B, Section 1.0 (b): Employees of Start-Up Charters. Employees may qualify for personal leaves of absence under Article XII, Section 17.0, Personal Leave (Unpaid), which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for Classified Employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

### **RELEASE POLICY**

MCS, as the exclusive employer, will establish its own release policy guidelines. All staff will be evaluated on an annual basis. The decision to release an employee will be subject to their performance and evaluation by their supervisors.

### **HOLIDAYS**

MCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year’s Day
- Martin Luther King Jr. Birthday
- President’s Day
- Memorial Day
- Independence Day

- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall be paid time for all non-exempt employees in active status. Employees on any leave of absence do not earn holiday pay.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Director. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

## **VACATION**

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue UP TO THREE days of paid vacation each year, beginning after THREE (3) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of A TOTAL OF TEN (10) CUMMALTIVE days of pay during the course of service at the school. Once this cap is reached, no further vacation will accrued until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.



## **UNPAID LEAVE OF ABSENCE**

MCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

## **SICK LEAVE**

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. MCS will not tolerate abuse or misuse of your sick leave privilege.

MCS offers paid sick leave to regular full-time employees. An employee may accrue sick leave at the rate of one (1) day per month based on employee's work year, allotted to each school year. MCS will allow certificated and classified staff to carry over sick days from one year to the other. Upon retiring or leaving MCS, the employee can transfer the unused sick days to the next public school district. Accumulated sick days can also be used towards years of service upon retirement. MCS will not buy back any accumulated sick days.

If an employee is absent due to illness three (3) days or longer, a medical report will be required to receive sick leave. MCS may withhold sick pay if sick leave abuse is suspected.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

## **FAMILY CARE AND MEDICAL LEAVE**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible

employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

## **EMPLOYEE ELIGIBILITY CRITERIA**

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

## **EVENTS THAT MAY ENTITLE AN EMPLOYEE TO FMLA LEAVE**

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

## **AMOUNT OF FMLA LEAVE WHICH MAY BE TAKEN**

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. An employee who is the spouse, son, daughter, parent, or next of kind of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
3. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.

## **PAY DURING FMLA LEAVE**

An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.

An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid leave at the beginning of any otherwise unpaid FMLA leave.

All other FMLA leaves are unpaid leaves.

The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

## **HEALTH BENEFITS**

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

MCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
- The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances

beyond the control of the employee.

## **SENIORITY**

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

## **MEDICAL CERTIFICATIONS**

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

## **PROCEDURES FOR REQUESTING AND SCHEDULING FMLA LEAVE**

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- Employees should provide not less than thirty (30) day notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

- If FMLA leave is taken because of the birth of the employee’s child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks’ duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee’s regular position.
- In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten (10) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee’s FMLA leave entitlement. This notice will explain the employee’s obligations and the consequences of failing to satisfy them.

## **RETURN TO WORK**

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a “key” employee whose reinstatement would cause serious and grievous injury to the School’s operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee’s FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a “key” employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

## **LIMITATIONS ON REINSTATEMENT**

- MCS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the

employee's worksite.

- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

### **EMPLOYMENT DURING LEAVE**

An employee on FMLA leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

### **PREGNANCY DISABILITY LEAVE**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

### **EMPLOYEE ELIGIBILITY CRITERIA**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

### **EVENTS THAT MAY ENTITLE AN EMPLOYEE TO PREGNANCY DISABILITY LEAVE**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

## **DURATION OF PREGNANCY DISABILITY LEAVE**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

## **PAY DURING PREGNANCY DISABILITY LEAVE**

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
- Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

## **HEALTH BENEFITS**

The provisions of the School’s various employee benefit plans govern continuing eligibility during PDL leave, and these provisions may change from time to time. The health benefits of employees on PDL leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for PDL leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

## **SENIORITY**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

## **MEDICAL CERTIFICATIONS**

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request

until such certification is provided.

- Recertification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

## **REQUESTING AND SCHEDULING PREGNANCY DISABILITY LEAVE**

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

## **RETURN TO WORK**

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar



duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

## **EMPLOYMENT DURING LEAVE**

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

## **INDUSTRIAL INJURY LEAVE (WORKERS' COMPENSATION)**

MCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. MCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be

recognized as an approved center.

All accidents and injuries must be reported to the Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **MILITARY AND MILITARY SPOUSAL LEAVE OF ABSENCE**

MCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

MCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

## **BEREAVEMENT LEAVE**

Salaried employees are entitled to a leave of up to three (3) work days for in State and up to five (5) days for out of State bereavement leave without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

## **JURY DUTY OR WITNESS LEAVE**

For all full time employees, MCS will pay for time off, a total of five (5) days for serving on jury duty.

## **VOTING TIME OFF**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Director at least two (2) day notice.

## **SCHOOL APPEARANCES AND ACTIVITIES LEAVE**

As required by law, MCS will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of the child's school. If more than one (1) parent or guardian is an employee of MCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use any accrued paid leave to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## **RETURNING FROM LEAVE OF ABSENCE**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) day notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Director.

## Element 14 – Mandatory Dispute Resolution

*“The procedures to be followed by the MCS 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 MCS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MCS, 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 MCS 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 MCS shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Massis Charter School  
Address: TBD

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.

However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

## **DISTRICT INQUIRIES**

District inquiries shall be submitted to MCS administration both formally and informally. Every effort will be made to respond to inquiries in a reasonable amount of time in a formal or informal manner.

## Element 15 – Exclusive Public School Employer

*“A declaration whether or not the MCS shall be deemed the exclusive public school employer of the employees of the MCS for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).*

MCS is deemed the exclusive public school employer of all employees of the MCS for collective bargaining purposes. As such, MCS shall comply with all provisions of the Educational Employment Relations Act (“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.

## Element 16 – MCS Closure Procedures

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P).*

### 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 Ed. 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 clause 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 Ed. 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 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 *Ed. 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***

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
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 the 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 the 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 this notification 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 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 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 school closure
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, which will include 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 school closure
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 school closure, 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 such letters to the CSD.

## ***School and Student Records Retention and Transfer***

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 student records to the receiving schools shall be in accordance with 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. 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.
8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school's 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the 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) File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c) Make final federal tax payments (employee taxes, etc.)
- d) File its final withholding tax return (Treasury Form 165).
- e) File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

## **CHARTER RENEWAL**

MCS must submit its renewal petition to the District's Charter School Division no earlier than August 2019 (the year before the charter expires).

## Additional Provisions

### FACILITIES

#### *District-Owned Facilities*

If, MCS 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, MCS 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 MCS will occupy and use any District facilities, MCS shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of MCS'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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. MCS 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 MCS 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 MCS and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> 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 MCS 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 MCS and the District cannot agree upon and execute an amendment or new use agreement by said deadline, MCS shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

MCS 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. 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 MCS from conducting its educational programs. If MCS will share the use of District facilities with other District user groups, MCS agrees 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:** MCS 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. The District shall have the right to inspect District facilities upon reasonable notice to MCS.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to MCS for use. MCS, 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 MCS 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:** 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 Ed. Code 47612 and 5 CCR § 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.
- 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 MCS), 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:**

### **Pro Rata Share**

The District shall collect and MCS shall pay a Pro Rata Share for facilities costs as provided in the MCSs Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

### **Taxes; Assessments**

Generally, MCS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is



occupying or MCS's legal or equitable interest created by the use agreement.

### **Maintenance & Operations Services:**

In the event the District agrees to allow MCS 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 MCS.

### **Co-Location:**

If MCS 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 MCS 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.

### **Sole Occupant**

If MCS is a sole occupant of District facilities, the District shall allow MCS, 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 MCS 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, MCS shall satisfy requirements to participate in LAUSD's property insurance or, if MCS is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. MCS shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF MCS 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, MCS shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows MCS to use and occupy the site as MCS. MCS 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. MCS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If MCS intends to move or expand to another facility during the term of this Charter, MCS 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, MCS 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, MCS shall provide adequate documentation to the CSD that the MCS 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 MCS 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 MCS facility. MCS 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. MCS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. MCS shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

**Pest Management:** MCS shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** MCS 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 MCS by the District under any of the District's self-insured programs or commercial insurance policies. MCS 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 MCS from claims which may arise from its operations. Each MCS location shall meet the below insurance requirements individually.

It shall be MCS'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 insured 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 MCS's insurance shall be primary despite any conflicting provisions in MCS'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 MCS 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 MCS does not operate a student bus service. If MCS provides student bus 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 MCS to cover all MCS employees who handle process or otherwise have responsibility for MCS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. 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.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. 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.

Coverage 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 insured 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 MCS's insurance shall be primary despite any conflicting provisions in MCS's policy.*

## **EVIDENCE OF INSURANCE**

MCS shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or

changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“MCS 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 MCS deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 MCS.

### **HOLD HARMLESS/INDEMNIFICATION PROVISION**

To the fullest extent permitted by law, MCS 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. MCS 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 MCS and/or its officers, directors, employees or volunteers. Moreover, MCS 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 MCS’s vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of MCS not to exceed 1% of MCS’s revenue, or the District may charge for the actual costs of oversight of MCS not to exceed 3% if MCS 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 MCS facilities use agreements.

## **Cash Reserves**

MCS acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

## **Special Education Revenue Adjustment/Payment for Services**

In the event that MCS 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 MCS, MCS authorizes the District to deduct any and all of the in lieu property taxes that MCS otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. MCS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to MCS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, MCS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

## **Audit and Inspection of Records**

MCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- MCS 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 MCS.
- The District is authorized to revoke this Charter for, among other reasons, the failure of MCS to meet generally accepted accounting principles or if MCS engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit MCS 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 MCS's financial information,
- MCS's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- MCS's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

MCS shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 day notice to MCS. When 30 day notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

## **INTERNAL FISCAL CONTROLS**

MCS will develop and maintain sound internal fiscal control policies governing all financial activities.

## **Apportionment Eligibility for Students Over 19 Years of Age**

MCS acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating MCS 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, MCS 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).