Multicultural Learning Center

Petition for Renewal

Submitted on October 12, 2015
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Assurances and Affirmations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1: Description of 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).)

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

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

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

Academic Calendar and Schedules

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

Transitional Kindergarten
Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC Accreditation

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

English Learners

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

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

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

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) 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 in compliance with the requirements of the MCD and applicable timelines and 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.

<table>
<thead>
<tr>
<th>General Information</th>
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<tbody>
<tr>
<td>The contact person for the Charter School is:</td>
<td>Gayle Nadler</td>
</tr>
<tr>
<td>The contact address for the Charter School is:</td>
<td>7510 DeSoto Avenue, Canoga Park, CA 91303</td>
</tr>
<tr>
<td>The contact phone for Charter School is:</td>
<td>818-716-5783</td>
</tr>
<tr>
<td>The address or target community of Charter School is:</td>
<td>Target community is the West San Fernando Valley</td>
</tr>
<tr>
<td>The location is in LAUSD Board District:</td>
<td>3</td>
</tr>
<tr>
<td>The location is in LAUSD Local District</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>K-8</td>
</tr>
<tr>
<td>The number of students in the first year will be</td>
<td>400</td>
</tr>
<tr>
<td>The grade levels of the students in the first year will be:</td>
<td>K-8</td>
</tr>
<tr>
<td>The enrollment capacity is (Enrollment is defined as the total number of students who may be enrolled in Charter School regardless of student residency)</td>
<td>400</td>
</tr>
<tr>
<td>The type of instructional calendar will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>Regular Days: 8:00am – 3:30pm for Grades 6-8; 8:30am – 3:15pm for Grades 1-5; and 8:30am – 3:00pm for TK/K. Shortened Days: 8:00am – 2pm for Grades 6-8; 8:30am – 1:30pm for Grades 1-5; and 8:30am – 1:15pm for TK/K.</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2016 – June 30, 2021</td>
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Community Need for Charter School

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

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

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

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

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

At MLC, students celebrate individual and cultural diversity within their community and the world. As students of different cultural and linguistic backgrounds learn side-by-side, they develop skills and understandings necessary for global citizenry and community leadership. Students value diversity, honoring what they know and who they are, developing strong emotional intelligence, self-confidence, and compassion for others. Students and their families work collaboratively as active partners to identify needs, problem-solve, make decisions and celebrate successes.
Biliteracy – A Need for California

Schools in California are experiencing a tremendous shift in focus toward global education and preparing students for career and college supported by the Common Core Standards. The standards support one of the major hallmarks of a dual language program – that language and literacy are developed in all content areas including math, science, and history/social studies. While this idea of integrating learning in language arts with other content areas is foreign to many educators in California, it has been practiced at MLC for 14 years. We have developed and refined curriculum and core teaching strategies essential for success in dual immersion as well as monolingual programs – especially for programs with high percentages of English Learners.

The new California ELD/ELA Framework encourages dual immersion as a strategy to meet the needs of English Learners by helping them develop literacy in their first language – something dual language researchers and educators have known for years is the key to English literacy for all students and to eliminating the statistic of long-term English Learners. The State Superintendent of Public Instruction and the State Board of Education recognize biliteracy as a precious resource in our state, one that should be encouraged and nurtured. In effect since 2012, the “State Seal of Biliteracy” is awarded to high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. As Superintendent Torlakson has emphasized, “Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and mutiliterate citizenry, California has the opportunity to build on the linguistic assets that our English Learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. The goal is a necessary component of a world-class education and will contribute to California’s continued leadership in the nation and the world.” (Source: State Board Adopted ELA/ELD Framework, Introduction, page 2).

MLC’s Response to Needs in Southern California Communities

Over the past 14 years, the MLC staff and community have created curriculum and assessments, identified quality bilingual resources, and perfected the art of successfully teaching in two languages. We have opened our doors and our classrooms to many developing dual language schools in Los Angeles and Ventura counties and presented at many conferences including the California Association of Bilingual Education. We want to expand our outreach and provide a formalized professional development package to aspiring dual immersion programs and educators serving ELs. We would feature field-tested curriculum and assessment materials, workshops, observations, and coaching provided by highly-qualified MLC practitioners through the Professional Development Center for Language and Literacy.
Students in MLC’s Dual Immersion Program Demonstrate Long-Term Success in English and Outperform Local Monolingual Peers in English Language Arts

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

The following charts show the average scores for students achieving Proficient and Advanced on the 2013 CST and Met or Exceed Standard on the Smarter Balanced in 2015. The Comparison School Data includes data from Canoga Park Elementary, Limerick Elementary, SunnyBrae Elementary, Hart Street Elementary, Fullbright Elementary, Winnetka Avenue Elementary, Sutter Middle School, and Columbus Middle School. These schools are within a two-mile radius of MLC. The data demonstrates that starting in fourth or fifth grade, after MLC students have received a year or two of formal instruction in English reading and writing, they begin to edge out their peers in monolingual settings and the trend continues well into middle school grades.

**Students Scoring Advanced or Proficient in English Language Arts on the CST in 2013**
Students Meeting or Exceeding Standards in English Language Arts on the Smarter Balanced in 2015

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

Analysis of Student Outcomes of Multicultural Learning Center According to Research and Best Practices in the Education of English Language Learners and Latino Students. Dr. Kathryn Lindholm-Leary, Professor, San Jose State University, reports in her Executive Summary that in 2014-2015 ELs made good progress in developing proficiency in English. By grades 4-8, 69-76% were proficient in English; that is, they had been classified as R-FEP or they were at Early Advanced or Advanced on the CELDT. Stakeholders are welcome to read the Analysis of Student Outcomes of Multicultural Learning Center on MLC’s website.
MLC is Closing the Achievement Gap
National and state-wide studies consistently demonstrate the underachievement of ELs in reading, math, and science. More specifically, for example, National Assessment of Educational Progress (NAEP) national data for 2013 indicated that 70% of grade 8 ELs achieved at the “below basic” level in reading and 69% scored “below basic” in math; (OELA, 2015). There are still pervasive gaps in the achievement of EL and non-EL students (see also August & Shanahan, 2006; Fry, 2007, 2008; Duran, 2008; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010).

Not only do ELs often score 20-30 percentage points lower than non-EL students, but they show little improvement over time. (Source Kathryn Lindholm-Leary)

This is not the case at MLC. In addition to the data below, stakeholders can find a report by Dr. Kathryn Lindholm-Leary titled, “Analysis of Student Outcomes of Multicultural Learning Center According to Research and Best Practices in the Education of English Learners and Latino Students,” on MLC’s website.

MLC is Closing the Achievement Gap for RFEPs in the 7th Grade. RFEPs are English Learners who passed proficiency exams in order to reclassify as English Proficient.

The following chart uses mean scale scores of students in 7th grade who took the ELA CST test in 2013 focusing on two subgroups: RFEPs and English Only students. Not only is MLC outperforming the district in both subgroups, but MLC’s RFEPs are scoring very close to the district’s English-Only students (within 3.7 points). Data Source: CDE

All MLC Students are on Track for College and Career
The effectiveness of bilingual forms of education is often evident only after students have been in the programs for several years. To be more specific, studies conducted in the early years of dual language programs (i.e., kindergarten through grade three) usually find that ELs score
below grade level or lower than or equivalent to comparison group peers (i.e., other ELs or non-ELs in other types of programs). In contrast, almost all evaluations conducted at the end of elementary school or in middle and high school find that the achievement of bilingually-educated ELs, especially those in developmental bilingual and two-way programs, is as good as, and usually higher than, that of comparison groups of students (Sources: Lindholm-Leary & Genesee; 2010; Francis et. al., 2006; Goldenberg 2008; Ramirez, 1992; Willig, 1985).

By the time MLC students including EL’s/RFEPS graduate MLC they are well-positioned to achieve college and career readiness as they progress through high school.

The following charts show the success of MLC Students over time compared to LAUSD and California. The data was obtained from DataQuest on the CDE website.
PERCENTAGE OF 8TH GRADE HISPANIC AND ECONOMICALLY DISADVANTAGED STUDENTS SCORING PROFICIENT OR ADVANCED IN ELA ON CST IN 2013

<table>
<thead>
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<th></th>
<th>Hispanic</th>
<th>Economically Disadvantaged</th>
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<tbody>
<tr>
<td>MLC</td>
<td>39</td>
<td>60</td>
</tr>
<tr>
<td>LAUSD</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>STATE</td>
<td>44</td>
<td>45</td>
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Early Signs of Success with Smarter Balanced Assessments

The following charts show how MLC students in grades 3-8 performed on the Smarter Balanced tests in the Spring of 2015 compared to LAUSD and California.

MLC’s eighth graders are demonstrating high levels of proficiency proving that the longer students are in the dual immersion program, the higher they achieve.

**MLC continues its trend of closing the achievement gap.** The demographics of the high-achieving MLC eighth graders in the chart below are:

- 54% English Learner/RFEP
- 87.5% Hispanic
- 70% Economically Disadvantaged

The following charts shows the percentage of all students meeting or exceeding standards at MLC on the Smarter Balanced Tests in the Spring of 2015 compared to all students in district and state.
Impact of a Bilingual Education on College and Career Readiness

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

Californians Together developed the concept of a Seal of Biliteracy in 2008 and worked throughout the state to help school sites, districts and others adopt and implement the Seal. Over 165 school districts are currently granting the awards, and increasing numbers of state and national professional organizations and other entities have endorsed the Seal.

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

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

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

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

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

(Source: Kathryn Lindholm-Leary)

According to annual surveys and interviews with alumni, a strong majority of MLC graduates have taken honors or AP English classes as well as AP Spanish classes in high school. According to surveys and interviews with alumni, MLC’s first K-8 graduating class are currently sophomores in college attending the following universities: CSUN, Harvard, UC Davis, UC Santa Barbara, UC San Diego, Humboldt State University, and Willamette University as well as local junior colleges including Pierce College, Valley College and Moorpark College.

Quotes from MLC Alumni speaking on the value of MLC:

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

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

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

**Address:** 7510 DeSoto Avenue, Canoga Park, CA 91303

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2014-15]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
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<tbody>
<tr>
<td>Hart</td>
<td>833</td>
<td>96%</td>
<td>13%</td>
<td>67%</td>
<td>90% Hispanic</td>
<td></td>
<td>703</td>
<td>no</td>
<td>no</td>
<td>724</td>
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<td>1</td>
<td>Watch</td>
</tr>
<tr>
<td>Canoga Park Elem.</td>
<td>798</td>
<td>92%</td>
<td>11%</td>
<td>53%</td>
<td>91% Hispanic</td>
<td></td>
<td>752</td>
<td>No</td>
<td>No</td>
<td>754</td>
<td>3</td>
<td>4</td>
<td>Watch</td>
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<tr>
<td>Limerick Elem.</td>
<td>846</td>
<td>89%</td>
<td>11%</td>
<td>44%</td>
<td>82% Hispanic</td>
<td></td>
<td>768</td>
<td>Yes</td>
<td>No</td>
<td>755</td>
<td>3</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Sunnybrae</td>
<td>590</td>
<td>88%</td>
<td>14%</td>
<td>46%</td>
<td>88% Hispanic</td>
<td></td>
<td>830</td>
<td>Yes</td>
<td>Yes</td>
<td>812</td>
<td>6</td>
<td>9</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Winnetka Avenue Elem.</td>
<td>485</td>
<td>91%</td>
<td>13%</td>
<td>49%</td>
<td>79% Hispanic</td>
<td></td>
<td>819</td>
<td>Yes</td>
<td>Yes</td>
<td>801</td>
<td>6</td>
<td>9</td>
<td>Service and Support</td>
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<tr>
<td>Fullbright Avenue</td>
<td>491</td>
<td>88%</td>
<td>10%</td>
<td>49%</td>
<td>84% Hispanic</td>
<td></td>
<td>831</td>
<td>Yes</td>
<td>Yes</td>
<td>829</td>
<td>6</td>
<td>10</td>
<td>Achieving</td>
</tr>
<tr>
<td>Sutter Middle School</td>
<td>1035</td>
<td>92%</td>
<td>22%</td>
<td>23%</td>
<td>83% Hispanic</td>
<td></td>
<td>764</td>
<td>Yes</td>
<td>No</td>
<td>743</td>
<td>4</td>
<td>8</td>
<td>Achieving</td>
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<tr>
<td>Columbus Middle School</td>
<td>713</td>
<td>89%</td>
<td>16%</td>
<td>20%</td>
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<td>698</td>
<td>No</td>
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<tr>
<td>Charter Schools</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLC</td>
<td>400</td>
<td>59%</td>
<td>15%</td>
<td>32%</td>
<td>84% Hispanic</td>
<td></td>
<td>791</td>
<td>yes</td>
<td>yes</td>
<td>786</td>
<td>4</td>
<td>3</td>
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<tr>
<td>N.E.W. Academy</td>
<td>476</td>
<td>93%</td>
<td>10%</td>
<td>58%</td>
<td>95% Hispanic</td>
<td></td>
<td>814</td>
<td>Yes</td>
<td>No</td>
<td>817</td>
<td>6</td>
<td>7</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Ivy Academia</td>
<td>952</td>
<td>34%</td>
<td>11%</td>
<td>13%</td>
<td>41% Hispanic</td>
<td>22% White</td>
<td>822</td>
<td>Yes</td>
<td>No</td>
<td>844</td>
<td>6</td>
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</tr>
<tr>
<td>James Jordan Middle</td>
<td>363</td>
<td>94%</td>
<td>17%</td>
<td>91% Hispanic</td>
<td></td>
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<td>792</td>
<td>Yes</td>
<td>Yes</td>
<td>768</td>
<td>5</td>
<td>8</td>
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</tr>
</tbody>
</table>

Surrounding Schools Data

Data Source: LAUSD and CDE Data Quest
Student Population To be Served
The Multicultural Learning Center has served students from diverse areas of the San Fernando Valley since the fall of 2001. Currently, we draw from over 80 different neighborhood schools. MLC began as a K-4 school in 2001, expanded to K-5 in 2002 and to K-8 in 2006 with the first charter renewal. MLC has maintained 96% average attendance since 2005.

The following chart shows the ethnic and racial breakdown of students attending MLC for the past five years:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Year</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Year</th>
<th>White</th>
<th>African-America</th>
<th>Asian</th>
<th>Native American</th>
<th>Declined to state</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
<td>93</td>
<td>34</td>
<td>17</td>
<td>8</td>
<td>224</td>
<td>377</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>119</td>
<td>35</td>
<td>16</td>
<td>5</td>
<td>218</td>
<td>393</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>119</td>
<td>41</td>
<td>22</td>
<td>4</td>
<td>210</td>
<td>396</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>130</td>
<td>38</td>
<td>17</td>
<td>2</td>
<td>210</td>
<td>397</td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td>134</td>
<td>37</td>
<td>15</td>
<td>3</td>
<td>202</td>
<td>400</td>
</tr>
</tbody>
</table>

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

Based on data collected at Norm Day in the last five years we have seen our Free and Reduced Lunch numbers remain stable at around 60% and our EL numbers have fluctuated but remained in the 30 percentile. We see the reduction in EL students attributed to changes in student demographics as well as an increase in percentages of students reclassifying.
Source of Chart Data: MLC Norm Day Records.

<table>
<thead>
<tr>
<th>School Year</th>
<th>English Learners</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>65%</td>
<td>77%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>56%</td>
<td>74%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>54%</td>
<td>69%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>48%</td>
<td>65%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>40%</td>
<td>59%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>33%</td>
<td>56%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>38%</td>
<td>59%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>32%</td>
<td>57%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>28%</td>
<td>57%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>33%</td>
<td>58%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>32%</td>
<td>57%</td>
</tr>
</tbody>
</table>

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

Per October 2014 CALPADS data, MLC served about 400 students, with 32% ELs, 59% economically disadvantaged, and 84% Latino. There is considerable overlap in these populations, with 41% of students meeting all three of these demographic conditions, and 62% meeting at least two of these characteristics. That is, the average student at MLC is Hispanic and/or EL and/or disadvantaged.

**Special Education**

We have seen recent increases in percentages of students in Special Education. We had several years averaging 10% of students with an increase in 2011-2012 to 13% and up to 15% in 2014-2015. The median percentage for resident schools is 13%. In addition, MLC serves 83% of students with High Incidence compared to 79% in resident schools. **MLC has been identified by CCSA as falling in the top 2% of charter schools in closing the achievement gap for students with disabilities.**
Five Year Roll-Out Plan
Our five-year enrollment rollout maintains an enrollment of 400 students and meets the requirements of the Conditional Use Permit.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
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<td>40</td>
<td>41</td>
<td>60</td>
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<td>30</td>
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</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>

Goals and Philosophy

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

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

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

Teachers and staff embrace the unique learning needs and styles of each student and provide multiple opportunities for individual academic growth and social development. Teachers encourage students to self-reflect on their achievements and set new goals. They create opportunities to solve social and personal challenges in ways that build responsibility, tolerance, and resiliency.
At MLC, students celebrate individual and cultural diversity within their community and the world. As students of different cultural and linguistic backgrounds learn side-by-side, they develop skills and understandings necessary for global citizenry and community leadership. Students value diversity, honoring what they know and who they are, developing strong emotional intelligence, self-confidence, and compassion for others. Students and their families work collaboratively as active partners to identify needs, problem-solve, make decisions and celebrate successes.

In pursuit of its mission, MLC:

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

**Description of an Educated Person**

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

An educated person has the ability to use multiple resources, including technology, to acquire and demonstrate knowledge. An educated person moves through phases of learning by interacting with new knowledge, practicing and deepening skills and understanding, and eventually generating and testing hypotheses. An educated person demonstrates the ability to record and represent ideas in a variety of ways, reflect on learning, evaluate and analyze ideas and concepts, examine one’s own reasoning, revise one’s own knowledge based on new information, and engage in complex tasks. An educated person has the ability to research, cite evidence, and defend a position based on facts.
An educated person values his own culture and those of others. S/He has knowledge of history and social issues and how they relate to the world around him. S/He can speak, read, and write in at least two languages, and has confidence in communicating through the visual and performing arts. In addition to using the arts as tools for learning and expressing what s/he knows, an educated person has proficiency in an arts discipline such as visual art, dance, or music.

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

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

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

**How Learning Best Occurs**

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

<table>
<thead>
<tr>
<th>Research</th>
<th>MLC Educational Program</th>
</tr>
</thead>
</table>
| **Jean Piaget**  
*Teachers must understand the stages of development, know the key tasks to be mastered at each stage, and identify the stage at which each child is currently operating in order to offer appropriate learning opportunities and experiences.*  
*If children are to construct their own meaning teachers must provide opportunities and environments that allow self-initiated active involvement in learning activities.* | The dual language model MLC implements integrates the best of bilingual education for native Spanish speakers with second language acquisition for native English speakers. Language minority students (Spanish speakers) develop literacy in their first language before acquiring their second, resulting in higher levels of proficiency in both. Teachers differentiate instruction for children at different levels of language fluency and literacy.  
MLC curriculum is based in constructivist learning theory. Students begin by exploring what they already know, learn more through research, become experts, and make connections and reflect on applications of their learning. MLC classrooms are student centered with accessible resources for independent and group learning. Children move about the classroom to investigate, conduct research, and collaborate with peers. |
<table>
<thead>
<tr>
<th>Research</th>
<th>MLC Educational Program</th>
</tr>
</thead>
</table>
| **Howard Gardner**  
*Learners develop intelligences through interaction with things/ideas (musical instruments, visual arts media, storytelling/reading) and through instruction and coaching from “experts” in each intelligence. Opportunities to explore the media of each intelligence and to work with peer and adult “experts” is critical for learners to develop an intelligence.*  

Language skills in two languages emerge by developing students’ multiple intelligences. For example, MLC students use visual art to access detail and vocabulary to apply to their writing or they use drama to deepen understanding of what they’ve read. Students also use songs and poetry to learn sounds and build vocabulary.  

Teachers model using the target language in the classroom for both English and Spanish speakers. Because there is a balance of English and Spanish speakers in a classroom, peers support each other with understanding a new language. GLAD strategies used in both languages utilize visuals, songs, chants and the development of expert groups allowing students to present and share knowledge.  

MLC integrates content learning with the visual and performing arts and fosters a variety of teaching strategies and learning styles that develop multiple intelligences. Guided by teachers, students use the visual and performing arts to enhance understanding and show what they know across all subjects.  

Teachers team-teach and provide instructional support in areas of expertise to one another. Students work independently and in small and large groups. Artists-in-Residence provide support for teachers and students. |
| **Lev Vgotsky**  
*When a task is too difficult to accomplish alone coaching is needed.*  

*Language development through interaction with skillful users of language is critical for successful learning.*  

Learners are encouraged to talk aloud as they work, and educators need to listen carefully to gain insight into  

Dual language instructors are fully bilingual in English and Spanish. Classrooms are balanced between native English and Spanish speaking children, allowing for peer interaction and support. Beginning at kindergarten and first grade levels, Spanish is the primary language for a significant portion of the instructional day; English speakers look up to and are helped by the Spanish-language speakers; during English time, the situation is reversed.  

MLC provides teachers with professional development workshops and on-site coaching in the implementation of the arts-integrated curriculum. In addition, artist educators are available to support arts integration goals and strategies. Students sit at tables, facing one another and engage in collaborative group work, take turns leading group activities, demonstrate learning through oral reports and presentations, |
<table>
<thead>
<tr>
<th>Research</th>
<th>MLC Educational Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>the learners’ knowledge of their tasks.</strong></td>
<td>and are assessed through Teacher/Student conferences.</td>
</tr>
<tr>
<td><strong>Leslie Hart</strong></td>
<td>Repetition and multiple experiences are key to developing language skills and new vocabulary. First graders for example, experience understanding of “what is a neighborhood” through group discussion, reading stories, taking a neighborhood walk, creating maps, interviews with community helpers, journal writing, etc.</td>
</tr>
<tr>
<td><em>Children need time and many different learning experiences in order to develop structures in the brain that allow them to “make sense” or understand the ideas/concepts. The child’s previous experiences are considered when planning instruction.</em></td>
<td>MLC’s curriculum model begins with accessing students’ prior knowledge and building on it to deepen and check for understanding. Social studies themes are reinforced through experiences in math, art, science, and music.</td>
</tr>
<tr>
<td><strong>Benjamin Bloom</strong></td>
<td>Children engage in experiences that build their language facility in order to think and reason in both languages. Teachers are “guides” in the learning process, asking questions and encouraging students to ask questions and discover their own answers through research and creative problem solving.</td>
</tr>
<tr>
<td><em>To develop higher-level thinking skills, learners must be asked questions and encouraged to participate in activities that allow them to gain knowledge, comprehend, apply knowledge, analyze, synthesize, and evaluate.</em></td>
<td>MLC’s professional growth model is organized around teacher performance and student learning in three main categories: Helping Students Interact with New Knowledge; Helping Students Practice and Deepen Knowledge; Helping Students Generate and Test Hypotheses.</td>
</tr>
<tr>
<td><strong>Elliot Eisner</strong></td>
<td>Artistic experiences, in which students paint pictures to deepen understanding of concepts learned in social studies or through literature lead to richer, more detailed writing. By expressing and learning through the arts, students access vocabulary and language. This is especially helpful for students learning in a second language.</td>
</tr>
<tr>
<td><em>The development of multiple forms of representation or symbol systems (i.e. numbers, words, pictures), to represent knowledge is an integral part of teaching and learning.</em></td>
<td>The arts are tools for learning and understanding in addition to demonstrating knowledge. <em>Students at MLC learn in the arts in order to learn through the arts.</em> Students use shape and form to describe systems, create movements to personify events in history, and draw pictures to understand symmetry and proportion.</td>
</tr>
<tr>
<td>Research</td>
<td>MLC Educational Program</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| **Nancy Cloud, Fred Genesee and Else Hamayan**  
*Essential to the continuing success of a dual language program are administrative support and instructional leadership; a positive school environment; high quality instructional personnel with an instructional design promoting biliteracy; an ongoing program of professional development for teachers; a balance of English and Spanish speakers in each classroom; parent involvement, long-term parent commitment, and home-school collaboration.* | Language minority students are integrated with native English speakers in an environment that explicitly values the language and culture of the student and that treats equally all students regardless of language or ethnic background.  
Teachers are certificated and are bilingual in English and Spanish. Teachers openly engage in peer support activities to help each other improve language skills by correcting each other and discussing syntax and morphology of language. Teachers hold conferences with parents corresponding with reporting periods to discuss progress and are available daily by phone, voice-mail, and e-mail. MLC hosts events such as Forums, EL Parent Meetings, and Portfolio Reviews so parents can fully understand assessments.  
MLC’s social studies curriculum features a discovery model in which students investigate deeply into enriching and engaging social studies themes. These themes are interwoven into learning in all academic subject areas and enriched through experiences in the arts. Because the content and learning process embedded in the curriculum is so engaging, it stimulates students to express themselves—in both their first and second language.  
MLC offers high quality professional development for teachers including full-day workshops, on-site coaching and support study sessions. |

| **Robert J. Marzano**  
*Common Core State Standards require more clarity in the progress of learning being addressed. Teachers need to plan for not only what students should understand and be able to do by the end of a learning cycle, they need to scaffold their instruction from facts and details to robust generalizations and processes in order to reach these rigorous standards. Students need more* | MLC is utilizing the Marzano Model for Growth and Evaluation which is driving instructional practices. Through this focus, instruction is scaffolded through the taxonomy from content retrieval to knowledge utilization while conveying high expectations to all students in a student-centered classrooms. The Essential Strategies to Achieve Rigor are a focus for instruction, growth and evaluation at MLC:  
- Identifying Critical Content  
- Previewing New Content  
- Organizing Students to Interact with Content  
- Helping Students Process New Content  
- Helping Students Elaborate on Content  
- Helping Students Record and Represent Knowledge  
- Managing Response Rates with Tiered Questioning Techniques |

MLC Renewal Submission October 12, 2015
Research

opportunities to apply their knowledge and make inferences based on what they are learning. The shift to rigorous standards also requires students to make and defend claims with sound evidence.

MLC Educational Program

- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

MLC’s Goals for Achieving Self-Motivated, Competent, Lifelong Learners

- Students become bilingual and bi-literate in Spanish and English and reach adult levels of literacy by the eighth grade.
- Students demonstrate annual academic growth in Spanish in grades K-2 and in both languages beginning at third grade.
- Children and their families develop pro-social sensitivity to and deepen their understanding of other cultures.
- Students develop problem solving, creative, and analytical thinking skills.
- Students deepen understandings and express themselves through the visual, performing, and media arts.
- Students become citizens who are responsible, respectful, safe, caring, and tolerant
- Teachers are accountable for the success of the educational program and student achievement.
- Teachers, staff, parents, students, and community partners work together to achieve school-wide goals.
MLC will provide all students with a well-maintained campus and access to learning materials and standards-aligned courses taught by trained and credentialed teachers.

Related State Priorities:

☒ 1 ☐ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. Facilities Committee meets to develop annual objectives and timelines for repairs, maintenance and site improvement including communication and follow-through with appropriate staff and vendors. Director of Operations manages completion of projects and Executive Director monitors progress.
2. Teachers are hired with appropriate credentials for their positions monitored by HR Manager.
3. First year teachers receive two-years of BTSA Support to clear credentials.
4. Peer Review and MLC Growth and Evaluation Model are used to monitor the professional growth and effectiveness of teachers. Administrators and teacher leaders contribute to monitoring and supporting achievement of professional growth plans and Executive Director conducts evaluations using iObservation (Marzano Learning Sciences). Documented professional growth is used to determine salary increases according to MLC’s Compensation Plan.
5. Books, instructional materials, curriculum, and technology resources are purchased annually to ensure alignment with Common Core Standards, ELD Standards and Next Gen Science Standards. All students are provided with materials needed to learn at school and if necessary, materials are sent home for instructional practice and homework. Field trips are organized at each grade level and inclusive of all students.
6. Artists-in-Residence provide instruction and professional development in the visual, performing, and media arts.
7. Technology infrastructure is maintained to allow all students access to technology tools and learning materials.
8. Students are provided healthy meals daily to sustain their ability to learn.

Expected Annual Measurable Outcomes

Outcome #1: Campus improvement and maintenance projects will be completed according to timelines established by Facilities Committee.

Metric/Method for Measuring: Percentage of projects completed by June according to timelines established in July of each year.

|--------------------------|----------|-----------|-----------|-----------|-----------|-----------|

All Students (Schoolwide) | 75% | 80% | 85% | 90% | 95% | 100%

Outcome #2: Students will be taught by teachers with the required credentials for their position.  
**Metric for Measuring:** Credentials filed with Human Resources.

All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100%

Outcome #3: Teachers demonstrate achievement of school-wide and personal growth goals.  
**Metric/Method for Measuring:** iObservation (Marzano Learning Sciences)

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Outcome #4: Students have access to standards-aligned coursework and learning materials including arts and technology.  
**Metric/Method for Measuring:** Completion of Year Plans, Curriculum Inventory, Materials Inventory, Number of computers, wireless access points, and student accounts.

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Outcome #5: Teachers implement a minimum of 5 Exhibition Projects per year utilizing the visual, performing, and media arts.  
**Metric/Method for Measuring:** Year Plans, Exhibition Projects, Student Portfolios, Artist Residencies

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**GOAL #2**

All students and significant subgroups at MLC will demonstrate annual growth in English Language Arts, Spanish Language Arts and Math and become bilingual and biliterate in English and Spanish by the 8th grade.

Related State Priorities:  
- ☐ 1  ☒ 4  ☐ 7  
- ☐ 2  ☐ 5  ☒ 8  
- ☐ 3  ☐ 6

Local Priorities:  

Specific Annual Actions to Achieve Goal

1. Teachers participate in Professional Development in Math, Science, Language Arts, ELD and the Arts and new teachers receive support via BTSA and Mentoring. Professional Development and Coaching is provided by instructional consultants or staff including teachers receiving stipends for additional duties.
2. Special Education students are supported by a team of specialists and resource teachers according to their IEPs or 504 plans.
3. Instructional Teaching Assistants support teachers and students to achieve goals for teaching and learning.

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4. A Librarian manages a bilingual library with over 23,000 titles and provides support in the areas of literacy and research to students and teachers.
5. Administrators monitor and assess instructional program using iObservation as well as checklists for ELD and Special Education.
6. Teachers use various school-wide assessment tools to monitor student achievement including NWEA MAP tests, DRA, CELDT, and ZOOM assessments. These include assessments to monitor EL growth toward ELD goals.
7. Assessment and Curriculum Coordinator ensures state compliance with testing and monitors data reports to LAUSD, CDE, Staff, and Parents.
8. SES students are provided with intervention opportunities via Title 1 funding.
9. All students are provided with before and after-school, and summer intervention and enrichment opportunities via ASES and 21st Century Learning Grants and partnership with Youth Policy Institute.
10. MLC will use CALPADS to identify foster youth and develop measurable outcomes for this subgroup in the LCAP and this chart.

**Expected Annual Measurable Outcomes**

**Outcome #1:** K-2 students demonstrate annual growth in Spanish reading.

**Metric/Method for Measuring:** DRA and Word Analysis Assessments

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**Outcome #2:** K-2 students achieve grade-level benchmark in Spanish reading annually.

**Metric/Method for Measuring:** DRA and Word Analysis Assessments

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**Outcome #3:** Students in grades 3-5 demonstrate annual growth in Spanish reading.

**Metric/Method for Measuring:** DRA Assessments

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### Outcome #4: Students in grades 3-5 will demonstrate annual growth in English Reading

**Metric/Method for Measuring:** DRA Assessments

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### Outcome #5: Students in grades 3-5 achieve grade level benchmarks in English Reading.

**Metric/Method for Measuring:** DRA Assessments

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### Outcome #6: Students in grades 3-5 achieve grade level benchmarks in Spanish Reading.

**Metric/Method for Measuring:** DRA Assessments

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### Outcome #7: Students in grades 3-5 demonstrate annual growth in English Language Arts.

**Metric/Method for Measuring:** MAP / Smarter Balanced

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### Outcome #8: Students in grades 3-5 demonstrate annual growth in math.

**Metric/Method for Measuring:** MAP / Smarter Balanced

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### Outcome #9: Students in grades 6-8 will demonstrate annual growth in English Language Arts

**Metric/Method for Measuring:** MAP / Smarter Balanced

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### Outcome #10: Students in grades 6-8 will demonstrate annual growth in math.

**Metric/Method for Measuring:** MAP / Smarter Balanced

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<td>80%</td>
<td>81%</td>
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<tr>
<td>Latino Students</td>
<td>86%</td>
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<td>88%</td>
<td>89%</td>
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### Outcome #11: Students in grades 3-5 will meet or exceed standards on CAASPP in ELA.

**Metric/Method for Measuring:** Smarter Balanced Tests

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<td>All Students (Schoolwide)</td>
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<td>English Learners</td>
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<td>Socioeco. Disadv./Low Income Students</td>
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<td><strong>Outcome #12:</strong> Students in grades 3-5 will meet or exceed standards on CAASPP in Math</td>
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<td><strong>Metric/Method for Measuring:</strong> Smarter Balanced Tests</td>
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<td><strong>Outcome #13:</strong> Students in grades 6-8 will meet or exceed standards on CAASPP in ELA</td>
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<td>English Learners</td>
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<td>Socioecon. Disadv./Low Income Students</td>
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<td>Latino Students</td>
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<td>51%</td>
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<td>57%</td>
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<td><strong>Outcome #14:</strong> Students in grades 6-8 will meet or exceed standards on CAASPP in Math</td>
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<td><strong>Metric/Method for Measuring:</strong> Smarter Balanced Tests</td>
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<td>All Students (Schoolwide)</td>
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<td>English Learners</td>
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<td>Latino Students</td>
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<td>36%</td>
<td>39%</td>
<td>42%</td>
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<tr>
<td><strong>Outcome #15:</strong> Graduating 8th grade students will earn the Pathway to Biliteracy Award.</td>
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<tr>
<td><strong>Metric/Method for Measuring:</strong> School-developed criteria to determine biliteracy in dual immersion program.</td>
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<td><strong>APPlicable Student Groups</strong></td>
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<tr>
<td>All Students (Schoolwide)</td>
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<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>44%</td>
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**Outcome #16**: A minimum of 10% of English Learners will reclassify.  
**Metric/Method for Measuring**: CELDT/Map/Smarter Balanced  

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<tr>
<td>English Learners</td>
<td>10%</td>
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**Outcome #17**: ELs will demonstrate progress on the CELDT at the following percentages or higher.  
**Metric/Method for Measuring**: CELDT  

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<tbody>
<tr>
<td>English Learners</td>
<td>52%</td>
<td>54%</td>
<td>55%</td>
<td>56%</td>
<td>57%</td>
<td>58%</td>
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**Outcome #18**: All students and significant subgroups will meet API growth targets annually.  
**Metric for Measuring**: CAASPP  

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<td>All Students (Schoolwide)</td>
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<tr>
<td>English Learners</td>
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<td>Socioeco. Disadv./Low-income</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Latino Students</td>
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**GOAL #3**  
*MLC students and their families are connected, committed, and engaged as members of a safe, respectful, and supportive school environment*  

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<tr>
<th>Related State Priorities:</th>
<th>☐ 1</th>
<th>☐ 4</th>
<th>☐ 7</th>
<th>☐ 2</th>
<th>☒ 5</th>
<th>☐ 8</th>
<th>☒ 3</th>
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<tr>
<th>Local Priorities:</th>
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**Specific Annual Actions to Achieve Goal**  
1. PowerSchool is used to monitor and track student attendance data as well as incident reports on health and behavior. Staff uses data to communicate with families whose students have excessive tardies or absences from school.  
2. Staff receives training and coaching in Positive Behavior Practices. In addition, school-wide procedures are developed and used to support student behavior. Students receive positive rewards
for being Safe, Caring, Responsible, Respectful and Tolerant.

3. Students experiencing challenges with Behavior are provided an intervention or action plan which is monitored and supported by staff and student’s parent or guardian.

4. Parent meetings are held to engage and inform parents including Parent Forums, Parent Council, Second Cup of Coffee, Grade Level Breakfasts, and English Learner Information Meetings. During parent meetings, parents provide input into school programs and initiatives and review school-wide plans such as the LCAP and budgets.

5. Advisory Council which includes parents, teachers and administrators, monitors and supports implementation of LCAP and school-wide goals and initiatives. Advisory Council meets quarterly to provide input into the LCAP and Budget, monitors goals and creates opportunities to inform and engage the school community on the development and achievement of schoolwide goals and objectives.

6. Parent Council engages parents in volunteering, participating in school-wide events and taking on school leadership roles.

7. Parenting Classes are provided for parents by trained leaders in English and Spanish.

8. Campus Aides ensure the safety of students on campus.

9. Behavior Intervention Aides, and 1:1 Aides support students with needs determined by their IEP.

### Expected Annual Measurable Outcomes

**Outcome #1:** MLC Maintains 95% average monthly attendance

**Metric/Method for Measuring:** Attendance Data (Power School)

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<tr>
<td>All Students (Schoolwide)</td>
<td>95%</td>
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**Outcome #2:** Chronic tardies reduce by 10% each year

**Metric/Method for Measuring:** Attendance Data (Power School)

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>133</td>
<td>120</td>
<td>108</td>
<td>96</td>
<td>87</td>
<td>79</td>
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**Outcome #3:** Chronic absences reduce by 10% each year

**Metric/Method for Measuring:** Attendance Data (Power School)

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<tbody>
<tr>
<td>All Students (School-wide)</td>
<td>101</td>
<td>91</td>
<td>82</td>
<td>74</td>
<td>67</td>
<td>60</td>
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**Outcome #4:** MLC maintains 0% Middle School Dropout Rate

**Metric/Method for Measuring:** School Records

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<tr>
<td>All Students (School-wide)</td>
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**Outcome #5:** MLC Teachers and Program Administrators receive training and/or support in
implementing Positive Behavior Practices.

**Metric/Method for Measuring:** Attendance at trainings and meetings and growth/coaching reports.

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<tr>
<td>All Students (Schoolwide)</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
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**Outcome #6:** MLC students receive education and support in becoming citizens who are safe, caring, respectful, responsible and tolerant.

**Metric/Method for Measuring:** School-wide reward system; Assemblies; Year Plans/Lesson Plans; report cards

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<td>All Students (Schoolwide)</td>
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**Outcome #7:** Expulsion Rate will be .25% or lower each year

**Metric/Method for Measuring:** District Suspension and Expulsion Reports

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<tr>
<td>All Students (Schoolwide)</td>
<td>0%</td>
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**Outcome #8:** Suspensions are accompanied by intervention or action plans.

**Metric/Method for Measuring:** behavior logs; incident reports; suspension reports.

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<td>All Students (Schoolwide)</td>
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**Outcome #9:** Suspension Rates will remain below 2% annually.

**Metric for Measuring:** District Suspension Reports

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<tr>
<td>All Students</td>
<td>1.5%</td>
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**Outcome #10:** Parents participate in school events or involvement opportunities at least three times per school year.

**Metric/Method for Measuring:** Volunteer and visiting logs; meeting sign-in sheets; parent surveys.

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<td>All Students (Schoolwide)</td>
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**Instructional Design**

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

MLC’s goals in implementing this program are that students will:
- develop high levels of proficiency in English and Spanish.
- perform at or above grade level in academic areas in both languages by fifth grade and build toward adult levels of literacy by eighth grade
- demonstrate positive cross-cultural attitudes and behaviors and high levels of self-esteem.

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

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

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

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

In Kindergarten through second grade students receive instruction in all subjects in Spanish. During English time students receive instruction in Social Studies and Science, building on themes and topics learned in Spanish and developing oral language skills and introductory experiences in English phonemic awareness. ELD curriculum is also implemented during English time for ELs.

In third grade, students receive instruction in language arts in both English and Spanish and all other subjects are taught in Spanish. This is students’ first formal experience in reading and writing English with interdisciplinary connections made to social studies and science within their reading and writing units. ELD curriculum is also taught during English Time for ELs.

In fourth grade, students receive instruction in math, science and language arts in Spanish and social studies and language arts in English. In fifth grade, students continue to receive language arts instruction in both languages, math in Spanish, social studies in English, and science is taught in both languages. ELD curriculum is also taught during English Time for ELs.

In grades 6-8, students receive instruction in both Spanish and English language arts. In previous years, math instruction was provided in Spanish as in the elementary grades, however it is now provided in English as a means to support student transition to high school math courses, which are taught in English. At the time of this charter renewal, history is taught in Spanish and science is taught bilingually. This is largely due to the availability of quality curriculum in Spanish and could change as more resources become available for dual immersion programs.

**Staffing the Dual Immersion Program**

Teachers are recruited and hired based on ability to teach in a dual immersion program. The majority of teachers provide instruction in both English and Spanish. On occasion a strong monolingual teacher will teach in one language and be partnered with another teacher in the same grade level to provide instruction in the other language. This can only occur in the upper
grades where the percentages of language instruction are more balanced (e.g. 60/40 or 50/50). In middle school, teachers mainly possess multiple-subject credentials, although some may also possess single-subject credentials in a specific area such as Algebra, which requires a single-subject credential. Middle school teachers teach the same students at least two subjects. For example, students typically have one teacher for Spanish and English language arts and history and another teacher for math and science. This allows middle school teachers to create interdisciplinary connections required by Common Core standards, and is a cornerstone of the MLC philosophy. In addition, teachers collaborate and have common planning time in order to make thematic connections across all curriculum areas. Middle school elective teachers are experts in their field and work collaboratively with content area teachers to make connections between history and art, for example.

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

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

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

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

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

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

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

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

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

MLC Curriculum
Reader's Workshop and Writer's Workshop (Core/College Prep)
MLC teaches reading and writing in Spanish and English through Reader’s and Writer’s Workshop developed at Teacher’s College at Columbia University. MLC’s Curriculum and Assessment Coordinator has been trained by the staff at Columbia University and provides professional development and coaching for teachers on site. The program design allows students to read and write at their own level and continue to grow and develop literacy skills in two languages. Readers and Writers Workshop is taught in Spanish in grades K-2 and in both languages beginning in third grade. Units of Study are aligned with the Common Core Standards for Language Arts as well as the Estandares en Español.

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

Reader’s Workshop Units Grades K-8

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

Grade 1
- Building Good Reading Habits
- Learning About the World: Reading Nonfiction
- Readers Have Big Jobs to Do: Fluency, Phonics and Comprehension
- Meeting Characters and Learning Lessons: A Study of Story elements

Grade 2
- Second Grade Reading Growth Spurt
- Becoming Experts: Reading nonfiction
- Bigger Books Mean “Amping” Up Reading Power
- Series Book Clubs
Grade 3
- Building a Reading Life
- Reading to Learn: Grasping Main Ideas and Text Structures
- Character Studies
- Research Clubs: Elephants, Penguins, and Frogs, oh my!

Grade 4
- Interpreting Characters: The Heart of the Story
- Reading the Weather, Reading the World
- Reading History: The American Revolution
- Historical Fiction Book Clubs

Grade 5
- Interpretation Book Clubs: Analyzing Themes
- Tackling Complexity: Moving up Levels of Nonfiction
- Argument Advocacy: Researching Debatable Issues
- Fantasy Book Clubs: The Magic of Themes and Symbols

Grade 6
- Turn Every Kid Into a Reader- and a Character Analyst
- Developing Critical Literacy Through Interpretation Book Clubs
- Reading to Learn-Synthesizing Nonfiction
- Test Preparation
- Fantasy Book Clubs
- Nonfiction Research Across Text Sets

Grade 7
- Developing the Habit of Reading Partnerships
- Developing Analytical Reading Practices
- Research Clubs
- Test Preparation
- How to Eat a Poem
- Historical Fiction Book Clubs

Grade 8
- Reading Analytically Across Genres and Recognizing Archetypes and Allusions
- Fantasy and Dystopia
- Critical Nonfiction research across Text Sets
- Test preparation
- Analyzing poetry
- Approaching the Classics Through Close Reading, Drama, and Performance

**Writer’s Workshop Units Grades K-8**
Grade TK/K
- Launching the Writing Workshop
- Writing for Readers
- How-to-Books: Writing to Teach Others
- Persuasive Writing of all Kinds: Using Words to Make a Change

Grade 1
- Small Moments: Writing with focus, detail and dialogue
- Nonfiction Writing Reviews
- From Scenes to Series: Writing Fiction

Grade 2
- Lessons from the Masters: Improving Narrative Writing
- Lab Reports and Science books
- Writing about Reading
- Poetry: Big Thoughts in Small Packages

Grade 3
- Crafting True Stories
- The Art of Informational Writing
- Changing the World: Persuasive Speeches, Petitions, and Editorials
- Once Upon a Time: Adapting and Writing Fairy Tales

Grade 4
- The Arc of Story: Writing Realistic Fiction
- Boxes and Bullets: Personal and Persuasive Essays
- Bringing History to Life
- The Literary Essay: Writing About Fiction

Grade 5
- Narrative Craft
- The Lens of History: Research Reports
- Shaping Texts: From essay and narrative to memoir
- The Research-Based Argument Essay

Grade 6
- Personal Narrative: Crafting Powerful Life Stories
- The Literary Essay: From Character to Compare/Contrast
- Research-Based Information Writing: Books, Websites, and Presentations

Grade 7
- Writing Realistic Fiction: Symbolism, Syntax, and Truth
- Writing About Reading: From Reader’s Notebooks to Companion Books
- The Art of Argument: Research-Based Essays
Grade 8
- Investigative Journalism
- The Literary Essay: Analyzing Craft and Theme
- Position Papers: Research and Argument

English Language Development (Core/College Prep)
The ELD Framework and Standards are used to guide instruction and develop individualized learning plans for EL students based on the CELDT levels. While English Learners receive integrated English Language Development via Reader’s and Writer’s Workshop, they also receive designated ELD instruction using a curriculum resource called Spotlight on English published by Santillana. Santillana Spotlight on English is a comprehensive, standards-based program for English language learners designed to help students gain and develop English language proficiency, access grade-level content, and successfully transition to the mainstream classroom. In every Santillana Spotlight on English lesson, teachers have strategies and activities that target each of the three general EL levels (Beginning, Intermediate, Advanced).

MLC’s ELD program is push-in during the English Language Instructional Time. ELD takes different forms in each grade level described below and it is a combination of Integrated ELD and Designated ELD according to the new ELD Standards and ELD Framework. MLC recently adopted a new ELD curriculum Spotlight published by Santillana which is aligned with the new standards. Elements of the curriculum are used in grades K-6 depending on the instructional design and needs of students. All teachers develop individual ELD Plans for each student according to their level that are aligned with ELD goals and standards, and take into account student needs during whole group, small group, and independent work. GLAD strategies are used across the grade levels and in all curricula areas to support language development in English and Spanish. The Executive Director/Principal and the Curriculum and Assessment Coordinator are involved in monitoring and supporting the ELD program.

TK/K/1 – 10% of the school day is dedication to English Language Instruction which is approximately 30 minutes per day. Teachers in each grade level switch students for English Time so the students focus on one teacher as their Spanish Teacher and one teacher as their English Teacher. Teachers plan their grade level curriculum as a team, so this instructional time is coordinated with the year plan. The content during English time is related to social studies and science themes students are also experiencing in Spanish to reinforce vocabulary and comprehension of grade level ELD standards. Teachers use GLAD strategies and hands-on learning experiences to help students develop understanding and vocabulary in English related to topics for which they have prior knowledge. Most of the focus during this time is on Listening and Speaking since students do not formerly read and write in English in a 90:10 dual immersion program until third grade. Strategies and learning activities may include read alouds, dramatic expression, storytelling, listening activities and centers, opportunities for students to express themselves orally in English, use of visuals to develop academic vocabulary, use of the arts to develop comprehension, etc. An ELD Curriculum is used to support EL’s in this grade in the form of small groups of EL’s during the English Language Instructional Time. A general practice for all teachers in differentiating and working with small groups is to create routines and structures in the classroom that allow the teacher to work with a small group while the rest of the
class works independently or in small groups. This practice is supported by strategies embedded in Reader’s and Writer’s Workshop and GLAD strategies.

**Grade 2** – In grade 2, 20% of instruction is provided in English which is approximately 1 hour per day and like grades K-1, the teachers switch students for English time and plan as a team. They also focus on themes in social studies and science, and add an element of word study to the integrated instruction. Through content, teachers focus student’s attention on word families and word patterns in English. There is a continued focus on Listening and Speaking, with daily opportunities for students to express their understanding of content, connections made, and questions they have as well as opportunities to interact and engage in discussions with their peers. The value of mixed abilities, allows the English proficient students to serve as language models for EL’s and RFEPs. In second grade we typically see a large number of students begin to transition their ability to read in Spanish to their ability to read in English. The ELD curriculum mentioned above is used for designated ELD based on student needs in a small group format.

**Grade 3** – In third grade, 30% of instruction is provided in English. The majority of this instruction is English Language Arts, however other subjects such as science or social studies may also be integrated into the English instruction and the ELA standards. In third grade, students stay with the same teacher for Spanish and English instruction so connections and transferable skills can be used to support literacy development. Listening and Speaking is a continued focus, however this is the first time students participate in Reader’s and Writer’s Workshop in English. At the end of second grade, students are assessed for their English reading level using the DRA assessment so that teachers in third grade have a baseline to begin reading instruction. Student typically focus on either reading or writing during English time since Spanish language arts is also part of their daily study. Teachers integrate ELD standards with ELA standards when planning instruction and also provide designated ELD for small groups according to student levels and needs using the *Spotlight* curriculum.

**Grade 4** – In grade 4, 40% of instruction is provided in English. Teachers rotate reading and writing units so that when students are reading in Spanish, there are writing in English and vice versa. In addition to English Language Arts, teachers also provide some instruction in Science and Social Studies in English to meet the 40%. Teachers integrate ELD standards with ELA standards when planning instruction and also provide designated ELD for small groups according to student levels and needs using the *Spotlight* curriculum.

**Grade 5**: In grade 5, 50% of instruction is provided in English. This includes instruction in English Language Arts, Social Studies, and half of the science units. Teachers integrate ELD standards with ELA standards when planning instruction and also provide designated ELD for small groups according to student levels and needs using the *Spotlight* curriculum.

**Middle School**: In grades 6-8 students have 50-minute period of English Language Arts. Math and 50% of science is also taught in English currently. This may change with the availability of curriculum resources. Teachers integrate ELD standards with ELA standards when planning instruction and also provide designated ELD for small groups according to student levels and needs using the *Spotlight* curriculum in grade 6 and teacher-created materials for the few EL’s in grades 7 and 8.

**Spanish Language Development (Core/College Prep)**
Cancionero is a curriculum used in Grades K-2 for Spanish Language Arts and Tutor de Estándares Comunes published by Triumph Publishers is used in grades 3-5. In middle school grades, teachers use online and high-school level textbooks from other countries as resources for developing Spanish Language Arts lessons to augment their work with Reader’s and Writer’s Workshop.

Next Gen Science/STEM (Core/College Prep)
MLC is following the Next Generation Science Standards in the teaching of science curriculum K-8. The Next Generation Science Standards focuses on three dimensions:

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

In K-5, students use the Bring Science Alive! published by TCI curriculum and students in 6-8 use CK-12 Online Science Curriculum as well as supplemental resources.

TCI’s Bring Science Alive! Exploring Science Practices serves double duty by helping students master science, while reinforcing reading and language arts skills.

**With science and engineering investigations, students:**
• Learn how to make shadows of different shapes and sizes using the same object
• Compare pictures of the sky during day and night to identify patterns
• Model the way bees pollinate flowers

**Teachers can:**
• Cover the Next Generation Science Standards (NGSS) and the Common Core
• Support language arts instruction in the science curriculum with vocabulary development, reading strategies, and numerous opportunities to develop speaking and listening skills
• Measure student mastery with rigorous assessments that cover comprehension, science and engineering skills, and critical thinking
• Modify instruction for English language learners, learners with special education needs, and enrichment
• Integrate technology into the classroom with the Teacher Subscription and Student Subscription

**Kindergarten Curriculum:**

1 What Do Plants Need?
2 What Do Animals Need?
3 What Do People Need?
4 Where Are Plants and Animals Found?
5 How Do Plants and Animals Change Earth?
6 How Do People Change Earth?
7 How Can People Take Care of Earth?

Unit 2 – Pushes and Pulls
1 How Do Things Move?
2 What Do Pushes and Pulls Do?
3 How Do Pushes and Pulls Move Things?
4 What Happens When Objects Bump?
5 How Do People Design Things That Move?

Unit 3 – Weather
1 What Is Weather?
2 When Does Weather Change?
3 What Keeps Earth Warm?
4 How Can People Stay Cool in Hot Weather?
5 What Makes Storms on Earth?
6 How Can People Prepare for Storms?

First Grade Curriculum

Unit 1 – Plant and Animal Parts
1. How Are Plants and Animals Like Others of the Same Kind?
2. How Are Plants and Animals Like Their Parents?
3. What Different Parts Do Plants Have?
4. What Different Parts Do Animals Have?
5. How Do Plants and Animals Sense Things?
6. How Do Plants and Animals Take in Water, Food, Air, and Light?
7. How Do Plants and Animals Stay Safe?
8. How Do Young Plants and Animals Stay Safe?

Unit 2 – Light and Sound
1. How Does Light Help You See?
2. How Does Light Travel?
3. How Are Shadows Made?
4. How Is Sound Made?
5. How Does Sound Travel?
6. How Do People Use Light and Sound to Send Messages?

Unit 3 – Sky Patterns
1. What Do You See in the Sky?
2. Where Is the Sun in the Sky?
3. How Long Is the Sun in the Sky?
4. Where Is the Moon in the Sky?
5. Where Are the Stars in the Sky?

Second Grade Curriculum

Unit 1 – Plant and Animal Survival
1. What Kinds of Living Things Are There?
2. What Do Plants and Animals Need to Survive?
3. How Do Plants and Animals Depend on Each Other?
4. Why Do Plants and Animals Live in Some Places and Not in Others?
5. How Do Plants and Animals Survive in a Rainforest?
6. How Do Plants and Animals Survive in a Desert?
7. How Do Plants and Animals Survive in a Pond?
8. How Do Plants and Animals Survive in the Ocean?

Unit 2 – Materials and Their Uses
1. What is Everything Made Of?
2. How Are Liquids and Solids Different?
3. How Are Materials Used for Different Purposes?
4. How Can Materials Be Reused?
5. What Happens When Materials Are Mixed?
6. What Happens When Materials Are Heated or Cooled?

Unit 3 – Earth’s Surface
1. What Is on Earth’s Surface?
2. What Kinds of Land and Water Are Found on Earth?
3. How Do Maps Show Land and Water?
4. How Does Earth’s Surface Change?
5. How Do Earthquakes and Volcanoes Change The Land?
6. How Do Wind and Water Change the Land?
7. How Can Problems Caused by Wind and Water Be Solved?

Third Grade Curriculum

Unit 1 – Environments and Living Things
1. Where Do Organisms Live?
2. How Does Living in a Group Help Some Animals Survive?
3. How Do Environments Change?
4. What Happens to Organisms in Changing Environments?
5. How Do People Learn About Extinct Organisms?
6. What Do Fossils Show About Environments of Long Ago?

Unit 2 – Forces and Motion
1. What Do Forces Do?
2. What Happens When Forces Are Balanced or Unbalanced?
3. How Can You Predict Patterns of Motion?
4. What Can Magnetic Forces Do?
5. What Can Electric Forces Do?

**Unit 3 – Weather and Climate**
1. What Makes Weather?
2. How Is Temperature Measured?
3. How Is Wind Measured?
4. How Are Rain and Snow Measured?
5. How Is Weather Predicted?
6. How Are Weather and Climate Related?
7. How Does Extreme Weather Affect People?
8. How People Reduce Extreme Weather Damage?

**Unit 4 – Life Cycles and Traits**
1. Why Do Offspring Look Similar to Their Parents?
2. How Does the Environment Affect Traits?
3. How Are Traits Affected by Both Inheritance and the Environment?
4. Why Do Some Members of a Species Survive and Not Others?
5. What Are the Life Cycles of Plants?
6. What Are the Life Cycles of Animals With Backbones?
7. What Are the Life Cycles of Animals Without Backbones?

**Fourth Grade Curriculum**

**Unit 1 – Plant and Animal Structures**
1. What Plant Structures Are Used for Support and Growth?
2. What Plant Structures Are Used for Protection?
3. What Plant Structures Are Used for Reproduction?
4. How Do Plants Respond to Their Environment?
5. How Are Animal Structures Used for Digestion and Circulation?
6. What Animal Structures Are Used for Support, Movement, and Protection?
7. What Animal Structures Are Used for Reproduction?
8. What Animal Structures Are Used for Sensing the Environment?
9. How Do Animals Respond to Their Environment?

**Unit 2 – Energy**
1. How Are Energy and Motion Related?
2. How Is Energy Transferred by Colliding Objects?
3. How Is Energy Transferred by Sound, Light, and Heat?
4. How Is Energy Transferred by Electric Currents?
5. How Is Energy Stored and Used?
6. How Do People Choose Energy Resources?

**Unit 3 – Earth’s Changing Surface**
1. What Are Some Clues That Earth’s Surface Changes?
2. How Does Water Change Earth’s Surface?
3. How Does Wind Change Earth’s Surface?
4. How Do Living Things Change Earth’s Surface?
5. How Do Fossils Form and What Do They Show?
6. Where on Earth Are Earthquakes, Volcanoes, and Mountains Found?
7. What Can People Do About Natural Hazards?

Unit 4 – Waves and Information
1. What Are Some Examples of Waves?
2. What Are Some Properties of Waves?
3. How Do Waves Affect Objects?
4. Which Waves Travel Through Earth?
5. How Can Sound Waves Be Used to Send Messages?
6. How Can Patterns Be Used to Send Messages?

Fifth Grade Curriculum

Unit 1 – Living Things and Ecosystems
1. What Is an Ecosystem?
2. What Is the Role of Producers in an Ecosystem?
3. What Is the Role of Consumers in an Ecosystem?
4. What Is the Role of Decomposers in an Ecosystem?
5. How Do Matter and Energy Move in an Ecosystem?
6. What Makes an Ecosystem Healthy or Unhealthy?
7. How Do Ecosystems Change?
8. How Do Humans Change Ecosystems?

Unit 2 – Earth Systems
1. What Are Earth’s Four Systems?
2. How Do Earth’s Systems Produce Weather and Climate?
3. How Do Earth’s Systems Change Earth’s Surface?
4. How Do Farming and Industry Affect Earth’s Surface?
5. How Do People’s Everyday Lives Affect Earth’s Systems?
6. What Can People Do to Protect Earth’s Systems?

Unit 3 – Changes in Matter
1. What Is Matter Made of?
2. Why Are Materials Different?
3. How Can Substances Be Identified?
4. How Do Scientists Know When Substances Change?
5. What Causes Substances to Change?
6. How Do Changes to Substances Affect Their Weights?
7. How Can Engineers Improve Materials?

Unit 4 – Earth, the Moon, and the Stars
1. What Does Gravity Do?
2. Why Is the Sun Brighter Than Other Stars?
3. Why Is There Day and Night?
4. How Do Shadows Change During the Day and Year?
5. How Do Stars Seem to Move During the Night and Year?
6. How Does the Moon Seem to Move and Change Shape?
7. What Tools Do Scientists Use to Observe Space?

CK-12 Online Curriculum provides instructional tools for teachers and curriculum resources for students on topics aligned with the Next Gen Science Standards. Following are the middle school units aligned with NGSS:

**Physical Science**
- Matter and Interactions
- Motion, Stability, Forces and Interactions
- Energy
- Waves and Their Applications in Technologies for Information Transfer

**Life Science**
- Molecules to Organisms: Structures and Processes
- Ecosystems, Interactions, Energy, and Dynamics
- Heredity: Inheritance and Variation of Traits
- Biological Evolution: Unity and Diversity

**Earth and Space**
- Earth’s Place in the Universe
- Earth’s Systems
- Earth and Human Activity

**Engineering and Design**

The Multicultural Learning Center expects students to use scientific skills in the study of all topics and in producing oral and written reports. By participating in early experiences as young scientists, children develop the intellectual habits they need to function in an increasingly scientific and technological society. Investigative science provides a meaningful experience for oral communication, writing, reading, and using numbers.

Hands-on experiences help students construct understanding of the big ideas or concepts of science, as well as practice the scientific skills or processes that enable them to investigate and solve problems both within and outside the realm of science. Scientific skills such as observing, classifying, inferring, and measuring use a variety of materials. Students engage in interpretive discussions based on their direct experiences both in small groups with peers and in discussions led by the teacher.

Scientific process skills are the basis for conducting investigations in any field and are introduced at the primary level. These skills begin with observing, classifying, communicating, measuring, gathering data, predicting, and inferring. Higher level skills include identifying and controlling variables, communicating data with charts, graphs, and tables, and designing
investigations. These skills are acquired within four major components each of which emphasize the nature of scientific activity: patterns; systems and interaction; models and scale; and changes over time and constancy.

Math Trailblazers Grades K-5 (Core/College Prep)
Students develop mathematics concepts through Math Trailblazers, a balanced mathematics program that uses investigations of everyday situations as the setting for learning mathematics. The primary goal of Math Trailblazers has been to create an educational experience that results in children who are flexible math thinkers, who see the connections between the mathematics they learn in school the thinking they do in everyday life, and who enjoy mathematics. Math Trailblazers embraces the thought that children can succeed in mathematics and that if more is expected of them, more will be achieved. This curriculum incorporates the best of traditional mathematics, while widening the horizons of students’ mathematical thinking.

College Preparatory Mathematics (CPM) Grades 6-8 (Core/College Prep)
CPM has developed curriculum and professional development for middle and high school math teachers with the goal of preparing students for higher level learning of mathematics in college. The three pillars of CPM Pedagogy are:

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

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

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

Different Ways of Knowing (Core/College Prep)
MLC is using Different Ways of Knowing (DWoK), a research-based instructional design developed by the Galef Institute as the core social studies curriculum in elementary grades. It is a thematic social studies and language arts curriculum infused with the arts and rich with opportunities to build multicultural understanding. DWoK features a discovery model of learning that includes building on what you already know, doing research, developing expertise, and making connections to the community. Students pursue answers to their own questions and develop important skills by utilizing a variety of resources and by working individually and in small groups. This engaging curriculum offers many opportunities to integrate all academic content areas as well as the arts, technology, and community service.
The content themes in Different Ways of Knowing are aligned with content standards in social studies and also have opportunities for integration with Common Core reading and writing standards. Year Plans and Unit Plans reflect the inclusion of both content and language arts standards.

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

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

**Second Grade: America’s Family Stories**
As students progress through *America’s Family Stories*, they recognize similarities among families: love, respect, trust, and protection. They learn that families of long ago are much the same as today. They grow to appreciate that families from backgrounds vastly different from theirs share the same basic characteristics. At the same time they become aware of the richness inherent in our nation’s cultural diversity. Each historical group who has come to America has brought something unique to stitch into the great patchwork quilt that is America. Students learn that the history of America is contained within the stories of the lives of America’s families. By hearing and understanding the individual voices, the children will better understand the grand story of America and their place within it.

**Third Grade: Community Problem-Solving: Water, Air, Garbage**
As children progress through *Community Problem Solving*, they explore three ecological problems (water, air, and garbage) in the context of an imaginary community (they think it’s a real town) called Keytown. Guided by two investigative reports, Tina and Jake, children learn about each problem—the factors that contributed to it, how to track the environmental “culprit,” and how to work out possible solutions. The exploration of Keytown opens the door for students to make connections to their own community and to find that they have the power to change the way other people see and think about ecological problems.
Fourth Grade: Discovering a Place Called State
Building on children’s natural sense of wonder and the universal thrill of discovery, Discovering a Place Called State provides students with a unique framework for exploring the land and resources, history, and folk traditions of their state. As students study the land and resources of California they discover how their own lives and lives of those around them are affected by California’s climate, geography, and natural resources. Students also discover the ways in which their present-day world was shaped by the events and people of years past. In their exploration of the California folk traditions, they come to understand how their own traditions root them to the past and cement them in the present to their families and fellow Californians. They learn about how their state government works and what ordinary citizens can do to make a difference and deepen their knowledge of themselves and their place in the world.

Fifth Grade: Choice, Chance, Change: America’s Story— to 1776
Choice, Chance, Change is designed to help students discover the “is” that’s in history. It encourages students to run headlong into the investigation of the dreams and circumstances that fueled the choices of the past and connect them with what’s happening today. As they study the many changes that span the time between the coming of the first people to the American continent and the signing of the Declaration of Independence, students are invited to examine the events from as many different points of view as they can. Choice, Chance, Change is a curriculum that calls for resourcefulness, compassion, problem solving, and a curious ever-questioning mind that will guide students toward their own goals and dreams as they continue this unending quest for knowledge called life.

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

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

Intervention Curriculum
Spanish Reading: Scott Foresman Calle de la Lectura is an all-new comprehensive K-6 Spanish Reading and Language Arts series for the 21st Century. Calle de la Lectura delivers a balance of authentic and trans-adapted literature, scientifically research-based instruction, multiple teaching for transfer opportunities, and a wealth of groundbreaking online experiences for high student engagement. This curriculum takes the guesswork out of Response to Intervention with a strong core emphasis on ongoing progress-monitoring and an explicit plan for managing small groups.
of students. The architecture of Understanding by Design accelerates all learners toward greater proficiency with a sustained unit focus on comprehension skills and strategies, concept and language development, and writing for a variety of formats and purposes.

English Reading: *Keep on Reading* helps students learn comprehension skills and apply them to fiction, Science, Social Studies, and Mathematics passages. This content-area reading program explicitly teaches one core comprehension skill or strategy in each unit, applying it to the four major content areas; language arts fiction, science, social studies, and math.

Mathematics: *Measuring Up® to the California Common Core worktexts* contain high-quality instruction, rigorous activities and review of all CCSS. Each three-part lesson clearly introduces and explains standards in student-friendly language, support understanding with guided instruction, and provides immediate practice with a variety of item types. Each unit culminates with a Kick-It-Up section featuring multi-standard, performance-based, collaborative activities that require high level cognitive thinking. There is also teaching notes for scaffolded support of English learners. Prescriptive assessments help teachers monitor progress and inform instruction in the worktexts.

Students are identified for Intervention courses using DRA and MAP data as well as by teacher recommendation. The classes offered can include: Math, English Language Arts or Spanish Language Arts. Classes are taught by MLC teachers or paraprofessionals. Enrichment classes are also offered and can include Science or Journalism Club as examples. Courses are offered through our after-school program in collaboration with Youth Policy Institute and funded by After School Safety and Enrichment and 21st Century Learning grants.

**Middle School Schedule**

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

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Spanish Language Arts</td>
<td>Spanish Language Arts</td>
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<tr>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics/Algebra</td>
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<tr>
<td>Science/STEM</td>
<td>Science/STEM</td>
<td>Science/STEM</td>
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<tr>
<td>Ancient Civilizations</td>
<td>Medieval and Early Modern Times</td>
<td>U.S. History</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
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<td>Elective*</td>
<td>Elective*</td>
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*Elective courses are non-core and taught primarily in English and offered based on student need and interest, they may include the following in the new charter term:
- Speech and Debate – Students learn the process for debate and using assertions, reasoning and evidence to defend an argument. Classes are often aligned with writing units in language arts classes on persuasive writing.
• Drama/Page-to-the-Stage – In drama classes, students enhance their performance and speaking skills as they perform plays, skits, and improvisations. In Page-to-the-Stage, the elements of play-writing are incorporated.

• Graphic Design – Students learn the elements of design to create two-dimensional works of art as well as computer-generated designs.

• Art – Students learn the basics of drawing, painting, and color theory as they explore different artistic styles to produce original works of art.

• Yearbook – Students design and produce the annual yearbook. They learn about photography, layout and design, interview staff and students, write commentary and stories.

• Robotics – Students use kits to create robots and learn the basic fundamentals of robotics.

• Battle of the Books – Students read from an established list of books and form teams to compete with other middle schools. Teams compete to recall events and details from the books they have read. MLC students have consistently earned trophies in this completion.

• Service Learning – Students learn skills to support younger students in their classrooms and work under the guidance of an elementary teacher to provide support to students.

• Academic Support Class- Students receive academic support in reading, writing, or math by a credentialed staff member. Benchmark data and teacher recommendation are used to enroll students in this class once or twice per week in lieu of another elective course and last a minimum of 1 semester.

Instructional Methods and Strategies

Reader’s Workshop
Teacher’s use the Reader’s Workshop Units of Study developed by Lucy Caulkins and are aligned with CCSS for Language Arts in their daily reading instruction. Mini lessons are developed using the units of students and students use their leveled books to apply strategies learned in the mini lessons. Teachers also utilize grade-level mentor texts and/or read-alouds to demonstrate reading strategies and develop literacy at grade level. With Reader’s Workshop students are able to read leveled books that are “just right” for them in both languages. Beginning in kindergarten and continuing through eighth grade teachers assess individual student reading levels using the DRA (Developmental Reading Assessment) tool. Students choose from a large selection of leveled books according to those results. During reading instruction, teachers provide the whole class with a mini-lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. In grades K-2 Reader’s Workshop is implemented in Spanish and beginning in grade 3, it is implemented in both English and Spanish and students have leveled books in both languages. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals.
There is a lot of flexibility in terms of unit design and appropriate mini-lessons to address the specific needs of students at each grade level. At MLC, teachers collaborate to create and develop reading units and mini-lessons that build from year to year as students develop their early reading literacy and master academic vocabulary.

**Writer’s Workshop**

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

**Balanced Literacy**

MLC teachers use a Balanced Literacy approach.

- A philosophical orientation that assumes reading and writing achievement are developed through instruction and support in multiple environments by using various approaches that differ by level of teacher support and child control.
- A philosophy for reading and writing instruction that includes the best elements of both systematic and explicit phonics instruction, with a whole language base.
- Intentionally delivered instruction to help students who can read, write, listen and speak with increasing complexity across several disciplines.
- A program that includes community, home, and library involvement as well as structured classroom plans and the use of activities (read alouds, guided reading, shared reading, and independent reading/writing).
- Whole language and more systematic phonics approaches to reading instruction is equal to a balanced instruction.
- A balanced approach to learning to read and write is essential.
- Nothing is better than reading and writing to develop reading and writing.
- Conversing with others to generate ideas is fundamental in learning to read.
- Most reading should be done with texts in which students will have high accuracy and good comprehension. This helps build fluency, stamina, and confidence.
- Comprehension, word study, fluency, and writing strategies are taught.

**Library Studies**

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

By the end of KINDERGARTEN, students should be able to:
• Choose books of interest from a pre-selected group of books
• Identify each of the following parts of a book: Cover and spine
• Recognize and define the terms title, author and illustrator
• Locate picture book and nonfiction sections of the library
• Be aware that information is available in many forms: book, computer, magazines etc.

By the end of FIRST GRADE, students should be able to:
• Choose leisure reading materials of interest
• Identify each of the following parts of a book and use each to find information: title page and table of contents
• Identify the title, author, illustrator and call number of books
• Locate the online catalog
• Locate picture books on the shelf
• Identify picture books, fiction, and nonfiction sections of the library

Second graders’ story time encourages the children’s appreciation of literature and their interpretive skills with special emphasis on Caldecott, Pura Belpré, and other major children’s book award winners. Students delve more deeply into the organization and location of library materials and the use of the electronic catalog in order to become independent library users. They are introduced to the primary reference collection.

By the end of SECOND GRADE, students should be able to
• Choose leisure reading materials of interest
• Identify each of the following parts of a book and use each to find information: title page, copyright page and table of contents
• Identify the title, author, illustrator, publication or copyright date, and call number of books
• Locate picture books on the shelf
• Identify picture books, fiction, and nonfiction sections of the library
• Extract needed information from a print or computerized encyclopedia article
• Produce a project such as a written report which presents information learned through research

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

By the end of THIRD GRADE, students should be able to:
• Use the online catalog to find a book if the title is known
• Find a fiction book or picture book on the shelf if the call number is known
• Identify picture books, fiction, and nonfiction sections of the library
• Extract needed information from a print or computerized encyclopedia article and dictionaries
• Use a teacher or librarian selected website to find information
• Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents and index
• Choose leisure reading material of interest
• Produce a project such as a written report which presents information learned through research

The emphasis for 4th grade students and beyond is on helping them become more independent users of reference and research materials, including those available on the Internet. The children work with basic reference sources, both print and electronic, and learn how to locate, evaluate and use information that they need. They are encouraged to use the library’s computers to solve reference questions. Students are further encouraged to expand their reading interests through genre studies and examination of Newbery, Pura Belpré and other award-winning literature.

By the end of FOURTH GRADE, students should be able to:
• Use the online catalog to find a book if the title or author is known
• Find any book on the shelf if the call number is known
• Extract needed information from a print or computerized encyclopedia article, dictionaries and atlases
• Take notes from a website for information and identify the site’s URL
• Follow a standard format to create a bibliography for each of these types of sources: book, encyclopedia article, website
• Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents, index and glossary
• Choose leisure reading material of interest
• Produce a project such as a written report or oral report which presents information learned through research

By the end of FIFTH GRADE, students should be able to:
• Use the online catalog to find a book if the title, author or subject is known
• Find any book on the shelf if the call number is known
• Extract needed information from a print or computerized encyclopedia article, dictionaries, atlases, thesaurus and almanac
• Use an internet directory or search engine to locate websites useful for research
• Follow a standard format to create a bibliography for each of these types of sources: book, encyclopedia article, website and magazine
• Identify each of the following parts of a book and use each to find information: title page, copyright page, table of contents, index and glossary
• Choose leisure reading material of interest
• Produce a project such as a written report, oral report or PowerPoint presentation which presents information learned through research
Integrated Curriculum
MLC teachers integrate the curriculum to make meaningful cross-curricular connections. Language Arts is integrated with Social Studies and Science incorporating opportunities for reading and writing non-fiction texts. In addition, MLC teachers receive support and training to integrate the visual and performing arts into their curriculum. This is achieved through professional development and partnerships with arts organizations and artist educators to provide hands-on training and residences at MLC. For example, teaching artists in the areas of visual art or drama work side-by-side with classroom teachers to create learning opportunities for students in which they are using art to understand and communicate ideas about their social studies or science themes. The following are examples of artist residency work at MLC:

- A Music Teaching Artist works with teachers and students in K-1 classrooms using her curriculum on developing Steady Beat which research shows is tied to reading fluency.
- A Drama Teaching Artist collaborates with 8th grade language arts teacher in the creation of an integrated project centered on the reading of A Christmas Carol. Students read and analyze the text, view a live performance of the play, and write their own scripts relating to the story using different tone or mood – for example, romantic, comedy, mystery etc. Students also write a comparative analysis of the book they read versus the play the viewed.
- In fourth grade a Teaching Artist from the Music Center works with students to re-enact scenes between Native Americans and Missionaries demonstrating different points of view in California History.
- Students in middle school studying Ancient Greece work with a Visual Teaching Artist to create Greek artifacts and a Drama Teaching Artist to re-enact Greek Tragedies as part of their Greek Festival, which also includes first-person orations from students posing as Socrates and Aristotle.

Mathematic Methodologies
With the methodologies embedded in Math Trailblazers, K-5 students collaborate as they struggle to find a solution, justify their mathematical thinking, and settle differences. MLC’s math instruction is flexible and dynamic as students explore new problems, make connections, and extend their meaning. Teachers also guide students to follow the scientific process in which they conduct hands-on-problem-solving experiments, collect and analyze real data, draw conclusions, and share their results.

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

Formative assessment
MLC has made a long-term commitment to developing our teachers’ ability to use formative assessment (FA) in the classroom.

We have delved into the five key strategies of formative assessment:
- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

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

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

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

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

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

Instructional Methodologies and Curriculum Support Implementation and Student Mastery of Standards

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

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

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

Here is an example from Kindergarten:

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

Performance Scale
4.0 – Students will be able to compare and contrast key details of a story, including characters, settings and major events.
3.0 – Students will be able to ask and answer questions about key details in a text in regards to characters, setting, and major events.
Students **recognize or recall** specific vocabulary including: story, setting, characters, events, ask, answer, detail, question, text.

With help student achieves partial success at level 2.0 and 3.0

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

**Instructional Focus on Essential Elements for Rigor (Marzano)**

MLC is utilizing the Marzano Model for Growth and Evaluation which is driving instructional practices. Through this focus, instruction is scaffolded through the taxonomy from content retrieval to knowledge utilization while conveying high expectations to all students in a student-centered classroom. The Essential Strategies to Achieve Rigor are a focus for instruction, growth and evaluation at MLC:

- Identifying Critical Content
- Previewing New Content
- Organizing Students to Interact with Content
- Helping Students Process New Content
- Helping Students Elaborate on Content
- Helping Students Record and Represent Knowledge
- Managing Response Rates with Tiered Questioning Techniques
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

**Alignment with Common Core State Standards in Language Arts**

<table>
<thead>
<tr>
<th>How Writer’s Workshop Units Align with Common Core Writing Standards</th>
<th>Opinion and Argument Writing</th>
<th>Information Writing</th>
<th>Narrative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten</td>
<td>In <em>Persuasive Writing of All Kinds</em> students craft petitions, letters and signs that rally people to address problems in their class, then school, then world.</td>
<td>In <em>Launching the Writing Workshop</em> students teach readers about topics they know well: their family and their playground. In <em>How-To-Books</em> students plan, revise, and edit lots of informational texts that teach readers procedures for doing things.</td>
<td>In <em>Launching the Writing Workshop</em> students tell stories from their lives as best they can, through drawing, labeling, and writing. In <em>Writing for Readers</em> students focus on getting more letters and words onto every page, editing their work, and using</td>
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<td>First Grade</td>
<td>In <em>Writing Reviews</em> students create interesting, convincing reviews that present and rank their favorite toys, television shows, books, and more.</td>
<td>In <em>Nonfiction Chapter Books</em> students combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts.</td>
<td>In <em>Small Moments</em> students craft lots of small-moment books, writing in ways that bring their characters to life. In <em>From Scenes to Series</em> students use all they know about writing narratives to create their own series of fictional chapter books.</td>
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<td>Second Grade</td>
<td>In <em>Writing about Reading</em>, students write letters and essays sharing their opinions about characters, scenes, or whole books using examples from the text.</td>
<td>In <em>Lab Reports and Science Books</em> students write procedural texts, descriptions, and analyses about experiments, then use that information to write science-based information books.</td>
<td>In <em>Lessons from Masters</em> students learn to study published texts to learn writing techniques to try in their own narratives.</td>
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<td>Third Grade</td>
<td>In <em>Changing the World</em>, students persuade people about causes they believe in, using evidence, crafting techniques, and attention to audience.</td>
<td>In <em>The Art of Information Writing</em> students write chapter books about topics on which they are experts, employing a variety of structures and substructures.</td>
<td>In <em>Crafting True Stories</em> students write personal narratives using the complete writing process, including drafts and revision.</td>
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<td>Fourth Grade</td>
<td>In <em>Boxes and Bullets</em> students build arguments about topics they know well, using logical structures and carefully arranged ideas and evidence. In <em>The Literary Essay</em> students write claim-based, evidence-rich literacy essays after close readings of <em>Bringing History to Life</em> students write research reports in which they use research skills to learn about and then elaborate on a central topic.</td>
<td>In <em>The Arc of Story</em> students develop fictional characters with motivations and struggles and write these characters into carefully structured stories.</td>
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<td>Fifth Grade</td>
<td>In <em>Shaping Texts</em> students write memoirs that combine essay and narrative structures to convey personal insights and personal themes. In <em>The Research-Based Argument Essay</em> students build powerful arguments, using carefully weighed evidence, analysis and rebuttal of counterclaims.</td>
<td>In <em>The Lens of History</em> students write through historical lenses and from primary sources, using varied writing structures to build focused research reports. In <em>Narrative Craft</em> students write personal narratives, making purposeful choices about the techniques, structures, and language they use to convey their meaning. In <em>Shaping Texts</em> students write memoirs that combine essay and narrative structures to convey significant insights and personal themes.</td>
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<td>Sixth Grade</td>
<td>In <em>The Literary Essay</em>, students craft essays that make arguments about characters and themes, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.</td>
<td>In <em>Research-Based Information Writing</em>, students learn ways to research and write informational essays, books and digital presentations or websites to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action. In <em>Personal Narrative</em> students write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes and deepen insights.</td>
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<td>Seventh Grade</td>
<td>In <em>The Art of Argument</em> students learn to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.</td>
<td>In <em>Writing about Reading</em>, students intensify their engagement with reading by writing innovative, reflective companion books that explain, develop, and extend, ideas about books they love. In <em>Writing Realistic Fiction</em> students write engaging short fiction, creating action-filled plots and believable characters and crafting nuanced, memorable scenes.</td>
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<td>Eighth Grade</td>
<td>In <em>The Literary Essay</em> students write</td>
<td>In <em>Position Papers</em>, students learn ways</td>
<td>In <em>Investigative Journalism</em> students</td>
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arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author’s craft.

writers explain complex issues and compose arguments by drawing evidence, contextualizing their positions, and addressing multiple perspectives.

learn to use sharp observations of life to write news and investigate articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives.

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<thead>
<tr>
<th>How Reader’s Workshop Units Align with Common Core Standards for Reading</th>
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<tr>
<td><strong>Foundational Skills</strong></td>
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<td>TK/Kindergarten</td>
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**Alignment with Common Core Standards in Math**

**Math Trailblazers**
Math Trailblazers, which was based on the NCTM standards, was well-aligned with Common Core Math Standards before the standards were developed. The Math Trailblazer curriculum was created with much of the same research that was used to develop the Common Core Standards. Designing experiences that inform students’ conceptual development has been the cornerstone of Math Trailblazers for the more than 25-year history of the Teaching Integrated Math and Science Project (TIMS) and the development of Math Trailblazers. To further connect to the CCSS, Math Trailblazers has released new editions and online resources to help educators fully align the math curriculum. At MLC, teachers have created Curriculum Maps, using the Math Trailblazer units and online resources with the CCSS in Mathematics. MLC ensures mastery of standards in math by regularly analyzing data. MAP data is used in grades 3-5 and unit tests are used for grades K-2 to determine class and student needs in math. Teachers work with MLC’s Curriculum and Assessment Coordinator to analyze the data and determine needs for instruction and possible intervention.

Teachers received training from Math Trailblazers consultants to align their grade level common core standards in math with curriculum units in the textbook and available online. For example in Kindergarten the Common Core Standard 1 is to be able to count to 100 by 1’s and 10’s. This standard will be taught in lesson 2, during the second month of school according to the curriculum map. In fifth grade for example, students must be able to “write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.” This standard is addressed during units 4, 14, 15 and 16 in the Math Trailblazers book.

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

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

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

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

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

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

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

DIVIDING FRACTIONS - Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

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

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

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

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

**PERCENTS and GRAPHING RATIOS** - Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate *informally* as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
NEGATIVE NUMBERS - Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

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

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

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

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

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

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

Alignment with Standards for English Language Development
MLC uses Spotlight for designated ELD and the curriculum is aligned with the new ELD Standards. MLC has also created EL Individualized Plans which incorporate goals and strategies that align with the ELD Standards for each student. The plan guides teachers in planning for and monitoring the progress of English Learners and their specific learning goals in Listening, Speaking, Reading and Writing and designing learning experiences that incorporate the ELD standards during designated and integrated ELD. In addition, teachers use an ELD Checklist to monitor student progress on mastering ELD standards for each reporting period.

Alignment with Next Gen Science Standards
In K-5, teachers are using TCI’s Bring Science Alive! Curriculum which was recently developed in alignment with the Next Gen Science Standards. In Middle School, teachers use online resources such as CK-12 and topic-related books and articles to design lessons that align with the Next Gen Science Standards.

TCI’s Bring Science Alive! was created to align with the NGSS. It reinforces science and engineering practices, crosscutting concepts, and core ideas introduced in the Presentation and Student Texts.
Themes covered in Bring Science Alive are described on pages 48-53 and are aligned with NGSS.

Topics covered in CK-12 include the following examples:
For Earth and Space Science, units of study include: Gravity in the Solar System, Newton’s Law of Gravity, and Gravity and Space Problems. For Life Science, units include Molecules to Organisms, Ecosystems, Interactions, Energy and Dynamics, and Heredity, Inheritance and Variations of Traits.

**Instructional Program in Technology**
Students have access to technology in their classrooms during the school day under the supervision of their classroom teacher. Technology in the classroom includes using the Internet to conduct research, using multimedia programs to create slide shows, movies, online books, and research papers. Students in K-5 have a computer center in their classrooms with 3-4 computers while in the middle school grades, students each have a laptop to use in their core classes. MS students follow a digital on-line curriculum for history, math, and science. They also use many government websites and resources to research a variety of topics. In addition students also access digital books and non-fiction resources. In addition, teachers use technology for instruction – such as using the laptops, document cameras, interactive whiteboards, and projectors to show information or teach a skill.

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

Students complete MAP and Smarter Balanced Tests in the Media Lab or classroom computers in Middle School. MAP is a computer-adaptive test aligned with Common Core Standards and is given to students in grades 3-8 twice per year. Students also use computers to take teacher-created computer-based tests using ZOOM from Data Director. Test questions are created by teachers and/or taken from question banks containing standards-aligned questions.

Students are prepared to take computer based state standardized assessments by having dedicated time in the computer lab or with classroom computer stations to practice typing and using the hardware. They also take multiple online assessments during the year prior to the state tests with ZOOM or with MAP tests.

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

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

Student use of technology at home includes homework assignments that require research on the Internet, ST Math, and for students in grades 6-8 access to math or science curriculum. In addition, MLC’s website showcases classroom pages where students can access resources and assignments posted by teachers from home or the after-school program.

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

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

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

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

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

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

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

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

Proposed Academic Calendar for 2016-2017
In the chart below, Tuesdays are early dismissal days. Pupil free days are marked with an # and include: October 7th, November 10 and 21, February 17, May 26 and June 9.
Daily Schedules
The following schedules show a typical daily/weekly schedule for K-8 however the order and times of the instructional focus may change year to year.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Language of Instruction</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 – 3:00</td>
<td>Social Studies and Science</td>
<td>Spanish</td>
<td>60</td>
</tr>
<tr>
<td>3:00</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>320</strong></td>
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</tbody>
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**Tuesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Language of Instruction</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50</td>
<td>Calendar</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td>8:50-9:30</td>
<td>Math</td>
<td>Spanish</td>
<td>40</td>
</tr>
<tr>
<td>9:30-9:50</td>
<td>Recess</td>
<td>N/A</td>
<td>20</td>
</tr>
<tr>
<td>9:50-10:10</td>
<td>Shared Reading</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>Reader’s Workshop</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td>10:30-10:55</td>
<td>Writer’s Workshop</td>
<td>Spanish</td>
<td>25</td>
</tr>
<tr>
<td>10:55-11:40</td>
<td>Lunch</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Rest/silent activity</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>English/ELD</td>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Social Studies/Science</td>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td>1:15</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>220</strong></td>
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**Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Language of Instruction</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:50</td>
<td>Calendar</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td>8:50-9:40</td>
<td>Math</td>
<td>Spanish</td>
<td>50</td>
</tr>
<tr>
<td>9:40-10:00</td>
<td>Recess</td>
<td>n/a</td>
<td>20</td>
</tr>
<tr>
<td>10:00-10:40</td>
<td>Yoga</td>
<td>Spanish</td>
<td>40</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Writer’s Workshop</td>
<td>Spanish</td>
<td>25</td>
</tr>
<tr>
<td>11:05-11:55</td>
<td>Lunch</td>
<td>n/a</td>
<td>50</td>
</tr>
<tr>
<td>11:55-12:25</td>
<td>Rest/Silent activity</td>
<td>Spanish</td>
<td>30</td>
</tr>
<tr>
<td>12:25-12:55</td>
<td>English/ELD</td>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>12:55-1:45</td>
<td>Work Study/Read Aloud</td>
<td>Spanish</td>
<td>50</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Library</td>
<td>Spanish</td>
<td>30</td>
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<tr>
<td>2:15-3:00</td>
<td>Social Studies/Science</td>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td>3:00</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td></td>
<td><strong>340</strong></td>
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**First Grade Daily Schedule**
<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Time</th>
<th>Activity</th>
<th>Language of Instruction</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00-9:40</td>
<td>Math</td>
<td>Spanish</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>9:40-10:00</td>
<td>Recess</td>
<td>n/a</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>10:00-10:45</td>
<td>ST Math Lab (M) Cancionero (W)</td>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>10:45-11:30</td>
<td>Writers Workshop</td>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>11:30-12:20</td>
<td>Lunch/Recess</td>
<td>n/a</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>12:20-1:00</td>
<td>English/ELD</td>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>1:00-1:45</td>
<td>Social Studies</td>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>1:45-2:15</td>
<td>Readers Workshop(M) Cancionero (W)</td>
<td>Spanish</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>2:15-3:15</td>
<td>Science</td>
<td>Spanish</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>335</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:30-8:50</td>
<td>PE</td>
<td>Spanish</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>8:50-9:30</td>
<td>Math</td>
<td>Spanish</td>
<td>40</td>
</tr>
<tr>
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**Fourth Grade Daily Schedule**

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

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</tr>
<tr>
<td>6</td>
<td>1:45-2:35</td>
<td>Science</td>
<td>English/Spanish</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:40-3:30</td>
<td>History</td>
<td>Spanish</td>
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</table>

**TOTAL INCLUDING PASSING PERIODS** 385

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6th Grade Schedule - Shortened Day (Tuesday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Language of Instruction</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00-8:50</td>
<td>Math</td>
<td>English</td>
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<tr>
<td>2</td>
<td>8:55-9:45</td>
<td>Electives</td>
<td>Spanish/Spanish</td>
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<tr>
<td>Nutrition</td>
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<td></td>
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<tr>
<td>3</td>
<td>10:00-10:50</td>
<td>Spanish L.A.</td>
<td>Spanish</td>
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<tr>
<td>4</td>
<td>10:55-11:45</td>
<td>English L.A.</td>
<td>English</td>
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</tr>
<tr>
<td>5</td>
<td>11:50-12:40</td>
<td>Science</td>
<td>English/Spanish</td>
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</tr>
<tr>
<td>Lunch</td>
<td>12:40-1:05</td>
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<td>25</td>
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<tr>
<td>6</td>
<td>1:10-2:00</td>
<td>History</td>
<td>Spanish</td>
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**TOTAL INCLUDING PASSING PERIODS** 320

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7th Grade Schedule – Regular Day (Monday, Weds, Thursday, Friday)

<table>
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<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Language of Instruction</th>
<th>Minutes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00-8:50</td>
<td>English L.A.</td>
<td>English</td>
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<tr>
<td>2</td>
<td>9:00-10:00</td>
<td>PE</td>
<td>English</td>
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<tr>
<td>3</td>
<td>10:00-11:00</td>
<td>Homeroom/Spanish L.A.</td>
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<td>60</td>
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<td>Nutrition</td>
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<tr>
<td>4</td>
<td>11:20-12:10</td>
<td>History</td>
<td>Spanish</td>
<td>50</td>
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<tr>
<td>5</td>
<td>12:10-1:00</td>
<td>Electives</td>
<td>English/Spanish</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
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<td></td>
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<tr>
<td>6</td>
<td>1:45-2:35</td>
<td>Math</td>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:40-3:30</td>
<td>Science</td>
<td>English/Spanish</td>
<td>50</td>
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</table>

**TOTAL INCLUDING PASSING PERIODS** 385

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7th Grade Schedule - Shortened Day (Tuesday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
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<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00-8:50</td>
<td>English L.A.</td>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>8:55-9:45</td>
<td>Spanish L.A.</td>
<td>Spanish</td>
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</tr>
<tr>
<td>Nutrition</td>
<td>9:45-10:00</td>
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<td>15</td>
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<tr>
<td>3</td>
<td>10:00-10:50</td>
<td>History</td>
<td>Spanish</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>10:55-11:45</td>
<td>Electives</td>
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<td>50</td>
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<td>5</td>
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<td>Math</td>
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</tr>
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<td>6</td>
<td>1:10-2:00</td>
<td>Science</td>
<td>English/Spanish</td>
<td>50</td>
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**TOTAL INCLUDING PASSING PERIODS** 320

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8th Grade Schedule – Regular Day (Monday, Weds, Thursday, Friday)
<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
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<tbody>
<tr>
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<td>3</td>
<td>10:00-11:00</td>
<td>Homeroom/Math</td>
<td>English</td>
<td>60</td>
</tr>
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<td></td>
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<tr>
<td>4</td>
<td>11:20-12:10</td>
<td>Elective</td>
<td>English/Spanish</td>
<td>50</td>
</tr>
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<td>5</td>
<td>12:10-1:00</td>
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<td>Spanish</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
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<td></td>
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<td>6</td>
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8th Grade Schedule – Shortened Day (Tuesday)

<table>
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<td>320</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Teacher Recruitment
MLC recruits bilingual teachers utilizing the following resources:

- Ed Join
- Charter School and University Job Fairs
- Partnership with the CDE and Ministry of Spain
- Partnerships with Universities to engage Student Teachers and Interns

Teachers who meet basic requirements are interviewed by the Executive Director and Director of Special Education and Intervention. Candidates may be invited to do a Demonstration Lesson followed by a debrief with the Teacher Selection Panel which includes teachers as well as administrators and may also include parents.

Professional Development Plan 2016-2017
MLC provides ongoing professional development for teachers using the following structures built into the school calendar:

- Tuesday Staff Meetings: Teachers meet for 90-180 minutes each Tuesday between 2pm – 5pm. When the meeting is scheduled for 90 minutes, the remainder of the time is used for grade level planning.
- Teacher Planning Days – TPD’s are pupil-free days scheduled throughout the year allowing for professional development workshops and planning time for teachers.
- Staff Retreat – Before the start of the school year, teachers participate in 3 days of professional development.
Community Opportunities – MLC provides opportunities for MLC teachers to attend professional development workshops provided by outside organizations including LAUSD Special Education (via Option 3); Los Angeles County Office of Education; local museums, educational organizations such as NCTM; California Charter Schools Association; Music Center, etc.

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

- GLAD
- Reader’s and Writer’s Workshop
- Next Gen Science Standards
- Formative Assessment
- ELD strategies
- Marzano Learning Sciences (Elements for Achieving Rigor)
- Positive Behavior Practices
- Integrating Arts and Technology

Meeting the Needs of All Learners

English Learners
MLC has adopted its own English Learner Master Plan which is updated annually.

Process for Identifying English Learners
English Learners are identified using a home survey upon enrollment. The CELDT is administered annually to all EL’s to determine progress in English Proficiency.

Educational Program for English Learners
The Multicultural Learning Center implements a 90:10 Dual Immersion Program, identified as the most effective strategy for meeting the needs of English Learners. English Learners develop content knowledge and proficiency in their first language (Spanish) while acquiring English Language skills. English Learners are integrated into classrooms with RFEPs and English proficient students who serve as language models. ELs receive instruction in English along with their peers in addition to Designated ELD with a curriculum targeted to meet their needs. Designated ELD takes place during the English portion of the day. English Learners are taught by credentialed teachers with qualifications and training to instruct them. While English Learners are receiving Designated ELD instruction from the credentialed teacher assigned to them, the EO’s and RFEP’s are working independently and in small groups. Routines are established to support this differentiation strategy. ELD Instructional Plans are used by teachers to support specific needs of ELs.

Meeting ELD Standards and Use of Data
Currently, MLC is using CELDT data until such time as the ELPAC replaces it to guide instructional plans for ELs. Teachers use CELDT data to create individualized plans for each EL student. These plans identify specific targets for learning in listening, speaking, reading and
writing and align with the ELD standards. Teachers integrate ELD standards into all subject areas taught in English, particularly language arts. Teachers also provide designated ELD lessons based on the needs and levels of students using an ELD curriculum. Progress is monitored using an ELD Benchmark Checklist.

**Services and Supports for English Learners**

ELD Plans are created for each English Learner. This is a collaborative effort taking into consideration the student’s CELDT scores and other internal assessments and consideration of a student’s unique learning needs. The ELD Plan includes an ELD objective aligned with the ELD standards for each area of need (Listening, Speaking, Reading or Writing) according to their level (Beginning, Early Intermediate, etc) and strategies used to support that objective during whole group instruction; guided practice; independent practice; homework; and the assessment strategies used to determine progress.

When ELs also have an IEP or 504 Plan, Resource Teachers are involved in creating and supporting an ELD Plan. During MLC’s after-school program, ELs have opportunities for intervention courses to support their English Development. The ELD plans are shared with intervention teachers as well so the student can be supported in multiple ways. ELD Plans are modified annually, when CELDT data reveals progress or need for change.

**Process for Annual Evaluation of EL Program**

The EL program is evaluated by administrative leadership and lead teachers to determine successes and any adjustments or modifications for the future years. Administration uses an EL Observation Checklist to evaluate implementation of the program and observes teachers at 3 times per year. After looking at year-end data, the staff considers adjustments to goals or actions for the following year’s plan. Consultants from the Multilingual Division at LACOE are also part of this process.

**Process and Criteria for Reclassification**

The following criteria are used in the reclassification of EL’s:

- Performance on the CELDT in reading, writing, listening and speaking
- Proficiency in English Language Arts on demonstrated by MAP, DRA and/or State tests.
- Recommendation from teacher
- Parent opinion and consultation

**Process for monitoring progress of EL’s and RFEP students**

MLC has developed an ELD checklist which teachers complete for each reporting period as a way of tracking progress on ELD standards for EL’s and RFEPs. The ELD checklist allows teachers to indicate if a student is Emerging, Expanding, or Bridging for each of the ELD standards.

**Process for Monitoring progress and supports for Long Term ELs**

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

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

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

- Students can be placed in classes with higher level coursework. For example, students in sixth grade demonstrating seventh grade level abilities are grouped with other seventh graders and take courses at a higher level.
- MLC’s reading and writing curriculum has built in opportunities for higher-level learning. For example, with the leveled reading program, students apply reading strategies with a leveled book that is just right for them. This might mean a fourth grade student is reading a fifth-grade level book and using that book during reading lessons.
- Teachers differentiate rubrics and criteria based on levels of students. For example, teachers might have three sets of writing rubrics for an assignment based on the abilities of students allowing high achieving students to work at a higher level.
- By using Learning Goals and Performance Scales, high achieving students have opportunities to go beyond the expectations of standards (Depth of Knowledge Level 3) to achieve Depth of Knowledge Level 4 for any given learning unit.
- Expert Groups – A GLAD strategy called Expert Groups, allows students the opportunity to develop an expertise in a subject area or topic and share that information with others.
- Peer Tutoring – Advanced or gifted students have opportunities to work in lower grades to provide 1:1 and small group instruction under the guidance of classroom teachers.

In addition to classroom instruction, students in this subgroup have opportunities to engage in leadership through Student Council and to take high-level courses after-school taught by credentialed teachers in the areas of writing, math and the arts.

Students Achieving Below Grade Level

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

- DRA/EDL – to determine which students are reading below grade level benchmark in English and Spanish
- MAP tests – to determine specific gaps in a child’s academic progress in math and English Language Arts
- ZOOM/Teacher Assessments – to determine students who are not meeting standards in reading or math
- CELDT – to determine needs of English Learners in Speaking, Listening, Reading and Writing

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

**Low Income Students**

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

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

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

MLC partners with Youth Policy Institute (YPI) to provide free after-school intervention and enrichment opportunities for low income youth including Winter Camp, Spring Camp and Summer Camp when school is not session. With grants from ASES and 21st Century Learning, MLC is able to offer programs before and after-school. Part of the grant is a Parent Literacy component providing education and support for parents and targeting low income families. In addition MLC, offers PESA (Parent Expectations Support Achievement), a free six-week parenting course provided by two trained facilitators. In addition, MLC and YPI provide low income students with access to field trips to universities, art museums, science centers, etc. in addition to field trips students take with their classes during the school year.

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

As part of our Title 1 Parent Involvement Policy, parents of low income students are provided with opportunities to support the education of their child at meetings designed to:
• discuss current student assessment data and student progress.
• provide information about school and community resources for student academic improvement.
• evaluate the effectiveness of the school’s parental involvement policy to increase participation in Title I activities.
• conference with teachers and improve communication between the school and home.
• provide training programs to help parents support and work with their children at home and at school.
• educate parents of English Learners on how the program meets their needs, the resources available and requirements for reclassification.
• discuss options for parents to obtain supplemental educational services (if demand exceeds available funds, priority for this service goes to lowest-achieving students).

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

• **Back to School Nights**: Parents are invited within the first month of school to meet their child’s teacher, visit the classroom, and learn about the grade level curriculum, academic and behavior expectations, homework and grading policies, modes of communication, available intervention programs, and opportunities for volunteering.

• **Parent Family Nights**: Math Night and Science Night are school-wide evening events that alternate yearly. Parents are invited to their child’s classroom as well as various other grade levels to experience the math and science curriculum via student-demonstrations and hands-on experiences.

• **Reporting Periods**: Grades K-5 have three reporting periods during the school year, while students in grades 6-8 receive two progress reports and two report cards during the year. During these reporting periods teachers provide parents with updates on student progress in academic areas, behavior and citizenship, and social development. A pupil-free day is scheduled prior to the first reporting period for parent-teacher conferences. At the first conference teachers and parents discuss student needs and strategies to ensure academic, physical and social growth. Subsequent parent conferences are held regularly on an as-needed basis.

• **Information Meetings**: Various meetings are scheduled throughout the year to inform and educate parents on specific topics such as: English Language Development, Common Core, State Standardized Testing, Special Education, Positive Behavior and any other topics requiring attention.

• **Culmination and Portfolio Reviews**: At the end of the year parents are invited for a day-time event in their child’s classroom to witness the culmination of the students’ work. In addition student led conferences allow parents to view work portfolios as well as evidence of goal achievement.

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

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

Typical Day

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

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

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

Student drafts as well as completed projects are seen on the walls of the classroom. Students make choices about working at different learning centers and are free to collect information they need from bookshelves, resource tables, and computers throughout the classroom. Student mentors, volunteers, community members, and parents help the children learn and make connections to their learning. Students interview each other and outside sources and do research on the Internet to support their learning in the classroom.
Students spend time outside their classroom in the media lab and library to practice skills, conduct research and deepen their knowledge. They use computers and resources in their classrooms and the media lab/library to create in-depth products of knowledge.

Outdoors children are playing sports or enjoying meals under the covered patio. As they move between areas, they are reminded by staff to walk safely and quietly. They take responsibility for their campus, picking up trash and taking care of equipment. All around campus, students are reminded of the MLC five standards as the Dame 5 (High Five) posters communicate expectations. Students are given tickets for being safe, caring, respectful, responsible and tolerant.
Element 2: Measurable Pupil Outcomes and
Element 3: Method by Which Pupil Progress Toward Outcomes Will Be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

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

Performance Targets Aligned to State Priorities
The performance targets for all pupils and subgroups aligned with the eight state priorities are stated in the LCFF table in Element 1.
**Summative Assessments for Measuring Student Academic Performance and Growth**
During the transition to Common Core State Standards and the new state tests, MLC used Development Reading Assessment (DRA) in Spanish and English in grades K-5, MAP tests designed by the NWEA in Math, Language and Reading for students in grades 3-8, and CELDT to analyze student academic achievement. In addition, MLC uses Data Director (ZOOM) assessments for subject areas such as science and social studies, as well as math and reading in Spanish, in particular for grades K-2 as those students do not participate in state testing.

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

- **California (CELDT)** is California English Language Development Test (CELDT) is the English language assessment selected by the state to fulfill the legal requirements of initially and annually testing English learners. The CELDT has three primary purposes as follows: (1) identify students who are English Learners (EL); (2) determine their level of English proficiency, and (3) assess their progress toward acquiring English proficiency. The CELDT covers four skill areas: listening, speaking, reading and writing. CELDT results assign students to one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students receive an individual proficiency level for each skill and an overall proficient level. This assessment is given to English Learners annually with an expectation that students will demonstrate progress in each of the 4 target areas: listening, speaking, reading, and writing. In addition to the performance expectations in the LCFF chart in Element 1, in which MLC expects students to annually demonstrate growth on the CELDT, there is also an expectation that the majority of students will pass the Listening and Speaking portion by second grade, and that the reading and writing sections will show proficiency by fifth or sixth grade, once students have received formal reading and writing instruction in English.

- **CAASSP (Smarter Balanced Tests):** MLC students in grades 3-8 take the Smarter Balanced test annually. It is expected that students will demonstrate growth from year to year in math and English language arts on the Smarter Balanced Tests. We also expect to see the percentage of students meeting or exceeding standards to increase each year. Based on initial data and patterns, we do expect grade level cohorts to achieve at higher levels each year they are enrolled in the dual immersion program at MLC. Specific expectations can be viewed in the LCFF chart in element 1.

- **Measures of Academic Progress (MAP)** – Northwest Evaluation Association (NWEA) developed MAP, a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. In 2014-2015, MLC gave MAP tests to students 3 times during the year to develop a baseline. Starting in 2015-2016, students take the tests 2 times per year in Language, Reading and Math once in the fall and once in the Spring. It is expected that students will improve their MAP score in Reading, Language, and Math between the fall and spring test each year. MAP data is very detailed for each student, pinpointing specific standards of strength and challenge. Specific performance expectations can be found in the LCFF chart in Element 1.
• **Developmental Reading Assessment (DRA)** - The DRA is an individual reading assessment that was designed to provide an assessment of students’ reading performance. The DRA is available in Spanish; the Spanish version is entitled Evaluación del Desarrollo de la Lectura (EDL). MLC primarily uses the DRA/EDL with students in K-5. Since MLC students read in Spanish in K-2, the EDL is used in those grades. At the end of second grade, students take the DRA in English for a baseline score before entering third grade. In grades 3-5, students are assessed using both the EDL and DRA as they are expected to be reading at grade level and/or making progress in both languages. It is expected that students will demonstrate growth toward reading targets annually. The DRA is given at least two times per year, more often in primary grades. Teachers hold conferences with students and observe their independent reading to determine when they are ready to be tested in between established testing intervals. The results of the assessment determine the reading level of the child and the corresponding leveled books they should be using during reading instruction. MLC has over 17,000 leveled books in English and Spanish for students to choose from.

• **ZOOM Tests** – ZOOM tests come in the form of online or paper assessments and are created by teachers, allowing teachers to match the assessment to specific learning outcomes. The test items are aligned to the Common Core State Standards and are multiple assessment-type questions including multiple choice, constructed response, and performance tasks. ZOOM tests are given in both English and Spanish.

**Other Performance Targets**
Other measurable goals specific to MLC’s program are stated in the LCFF chart in Element 1.

**Method for Measuring Pupil Progress toward Outcomes: Formative Assessment**

Our approach to assessment embraces several principles:
• Assessment is continuous and informs every aspect of instruction and curriculum
• Assessment is integrated with learning
• Assessment involves what students’ know, do, and how they use what they know to learn more
• Assessment is developmentally and culturally appropriate
• Assessment invites collaboration among teachers, students, and parents

Teachers develop their own periodic assessments and utilize rubrics to guide children’s understanding of what is expected and to encourage reflective self-assessment. Rubrics are used by peers, teachers and students to assess individual and group work.

The following formative assessments are used to monitor student growth and determine if the majority of students meet the desired effect of a lesson. Formative assessments such as these are used daily by classroom teachers.
Learning Goals and Performance Scales: For each unit, teachers develop a Learning Goal and Scale for the purpose of monitoring progress by both student and teacher. A Learning Goal is the standard being achieved and the scale represents four depth of knowledge levels a student can achieve in making progress toward the learning goal throughout the unit. It is expected that the majority of students will reach Level 3 on the Performance Scale.

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

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

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

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

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

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

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

Exit Tickets: Exit tickets allow a teacher to gain knowledge of a quick fact that students have learned during a lesson. Students are asked to write down or verbally share a fact or lesson learned upon exiting the class to go to their next class, to recess, lunch or home, on in a transition to another subject area. Based on student responses, teachers can quickly determine if the majority of students met the desired outcome.
**Learning Logs:** Students reflect on the material they are learning in a Learning Log Journal. They record the processes they go through in learning something new, and write down questions. The Learning Log allows students to make connections to their new knowledge, set goals, and reflect on their learning process. Teachers and students use Learning Logs to monitor student progress toward mastery of learning goals and adjust instruction as needed. The teacher responds to student entries, providing feedback on what they are doing well and asks questions to deepen understanding of material.

**Data Analysis and Reporting**

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

Throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. The MLC Staff uses Critical Friends protocols, a peer review process, and the MLC Growth and Evaluation Model (using iObservation from Learning Sciences) to support meeting school-wide instructional goals. Critical Friends Protocols are done three to four times per year to analyze student work outcomes or other instructional dilemmas. Peer Review is done twice per year, once in the fall and once in the spring semester allowing peers to observe each other and provide feedback. iObservation is used monthly to provide teachers feedback on instructional or school-wide goals. Assessment Data is reviewed during staff meetings after data has been collected. For example, in the summer retreat staff reviews end-of-year data including CAASPP, DRA, and MAP. Once the CELDT is administered in the fall, a staff meeting is dedicated to reviewing that data and staff is given time to update instructional plans. When the initial MAP scores are available in November or December, a meeting is scheduled to analyze the data. DRA data is due twice per year and analyzed at a subsequent staff meeting. In addition, administration meets with teachers during grade level meetings at least 4 times per year to analyze both formative and summative data.

Information from Summative and Formative assessments are utilized during parent and student conferences, in progress reports to parents, during team planning, Board meetings, and in school-wide communications to parents. Using this information, teacher teams identify the need for improvements in curriculum and instruction and identify appropriate professional development to address these needs. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning.
Following is an outline of how MLC Assessment Data is used to inform curriculum and instruction, monitor educational program, and inform stakeholders.

- **CELDT** data is used by teachers to create Individual ELD Plans for each student based on their CELDT level. Based on the number and level of EL’s in a particular classroom, a teacher will receive the appropriate number and level of ELD curriculum materials for Designated ELD instruction. Proficiency in the CELDT is also the first requirement used to determine if a student can be reclassified to RFEP, along with teacher recommendations and other performance data. Parents of EL’s receive a notification that their child will be taking the test, and they receive the results of the test. The purpose and outcomes of the CELDT are explained to parents at an EL Parent Meeting along with an explanation of MLC’s ELD curriculum and programs to support their children. Parents also receive information on ways they can support their child at home and enroll students in After-School Intervention classes at MLC free of charge. School-wide CELDT data as a means to meet goals in MLC’s English Learner Plan is shared with the Advisory Council, Board of Directors and summarized in a letter to the entire school community. In addition, the CDE receives an update to MLC’s Title 3 Plan annually as a result of CELDT outcomes.

- MLC uses the growth and achievement data from **MAP and Smarter Balanced** tests to develop targeted instructional strategies and to plan school improvement. Test results help teachers make student-focused, data-driven decisions. Data is used by teachers to create differentiated learning groups and instructional plans for students based on their specific needs. School-wide data is used to make decisions regarding professional development and needs for curriculum resources. Parents receive a letter when students are taking these tests and they receive a data with scores and growth goals (MAP) when the tests are completed. Teachers also share their detailed MAP reports with parents during parent conferences and discuss strategies for meeting student needs whether it be intervention or acceleration. School-wide data is shared with the Advisory Council, Board of Directors, and school community annually.

- Teachers use **DRA** data to determine specific instructional needs for each student in fluency, reading comprehension, word analysis and vocabulary development. DRA/EDL outcomes are used to create leveled reading groups and differentiate instruction for students with similar needs. DRA results determine students in need of after-school reading intervention courses in both languages. DRA results are also used to assist in purchasing additional leveled books based on the number of students needing books at each level and in each language. Parents receive their child’s reading level data on report cards and during parent conferences. Teachers provide parents with book lists and suggestions/expectations for reading at home.

- **Formative Assessments** are used daily by teachers to determine if the desired effect of the lesson or learning activity was achieved. The outcome of the assessment will identify instructional needs of students and provide the teacher guidance for differentiated groups, individualized instruction, interventions, and the need for re-teaching concepts that were not understood or mastered. It also reveals the interests and engagement of students so
teaching can be adapted to help students pursue interests. Formative assessments are also used by Administrators in their observation of teachers to determine the effectiveness of instruction and impact of instruction on student learning. In order for teachers to be scored above the mid-range on the evaluation scale, they must have demonstrated monitoring students for the desired effect of the lesson which is achieved through Formative Assessment.

Data Used to Monitor Operational Outcomes
In addition to academic outcomes, MLC has goals related to operations and safety identified in Goals 1 and 3 in the LCFF Table in Element 1. Below is a description of data used to monitor achievement of those goals and outcomes.

Goal One: MLC will provide all students with a well-maintained campus and access to learning materials and standards-aligned courses taught by trained and credentialed teachers.

Outcome 1: Facilities Completion Timeline: Each year the Facilities Committee which is comprised of staff, parents, Board, and community members creates goals and outcomes related to facilities maintenance and improvement. A timeline is created over the summer for completion during the school year and according to the budget allocations established by the Board of Directors in June. Completion of project timelines is monitored by the Advisory Council and reported to the Board annually. Achievement of goals is reflected in MLC’s LCAP as well as the Evaluation of the Executive Director, which is conducted by the Board of Directors. Progress made is shared with the entire school community all of whom are engaged in supporting implementation of improvement projects.

Outcome 2: Teacher Credentialing: MLC’s Human Resources Manager monitors the status of teacher credentials to ensure everyone providing instruction to students is properly trained and credentialed to do so. This includes monitoring of preliminary teacher credentials, for which teachers receive two-years of BTSA Induction and Support from MLC and Interns who are in the process of receiving a preliminary credential, multiple-subject credentialed teachers, and resource teachers with a special education credential.

Outcome 3: Teacher Evaluation and Growth: MLC uses Marzano Learning Sciences’ iObservation Tool to monitor growth according to MLC’s Evaluation Model:

Tier 1: Effective Teaching
MLC Administrators and teachers use the Marzano Growth and Evaluation Model and iObservation Tool to determine growth toward personal goals and school-wide objectives. Based on observations and feedback provided throughout the school year, teachers are assessed to be one of the following: Highly Effective, Effective, Developing or Ineffective at the end of each school-year. Teachers achieving a score of Effective or Highly Effective are eligible for salary increases on alternating years with approval from the MLC Board of Directors. The Marzano Growth and Evaluation Model includes the following Domains:

1) Classroom Strategies and Behaviors
2) Planning and Preparing
3) Reflecting on Teaching
4) Collegiality and Professionalism

**Tier 2: MLC Community**
Teachers who work beyond the classroom in the capacity of coaching, professional development, curriculum development, parent education, or assessment coordination, are eligible for stipends in addition to their base salary. The stipends are determined by the type and amount of work involved in the extended role. Examples include mentoring new teachers, providing professional development workshops and coaching, testing coordination, developing new curriculum programs, providing parent workshops, etc.

**Tier 3: Educational Policy & Dissemination of Best Practices**
Teachers who go beyond the MLC community to influence educational policy or disseminate best practices are eligible for stipends based on the extent of their work. Examples include working with community based organizations that align with our work, disseminating best practices to other schools in the community, engaging in work with legislators to influence policy, etc.

**Outcome 4: Curriculum Resources and Technology for Students** – MLC monitors the provision of standards-aligned learning materials and technology using inventory records. Every student is expected to have the learning materials needed at school to access curriculum in addition to take-home resources for students who cannot afford to purchase or acquire materials for learning at home. This includes textbooks, leveled reading books, instructional materials and technology resources.

**Outcome 5: Exhibition Projects Utilizing Visual, Performing and Media Arts** – MLC monitors teacher implementation of exhibition projects through the approval of Annual Plans, teacher observations, review of student portfolios, and impact of artist residencies on campus. It is expected that each teacher provides at least 5 opportunities for Exhibition Projects during the school year.

**Goal 3:** *MLC students and their families are connected, committed, and engaged as members of a safe, respectful, and supportive school environment.*

**Outcomes 1-4: Attendance:** Using PowerSchool, MLC monitors student attendance and tardies and enforces the following in regards to excessive absences and/or tardies:

- If a child is absent three (3) times unexcused he is or she is considered truant. Parents will be notified by the school of this violation and a plan will be put in place to improve attendance.
- If a child has five (5) absences (excused or unexcused) parents will receive communication from the school regarding attendance concerns and impact on the child's education.
- If a child has ten (10) or more absences, missing a minimum of 3,400 to 4,100 minutes of instruction depending on the grade level, parents will meet with administration and teachers to discuss an academic plan and ways to improve attendance. Excessive absences can lead to retention if it is determined significant learning did not take place due to lack of attendance.
• If a child is tardy for 30 minutes or more on three occasions, he or she is considered truant. Parents will be notified by the school of this violation will be put in place to improve timely arrival.
• If a child is tardy five (5) times, parents will receive communication from the school regarding attendance concerns and impact on the child's education.
• If a child is tardy ten (10) or more times, parents will meet with administration and teachers to discuss an academic plan and ways to improve attendance. Excessive tardies can lead to retention if it is determined significant learning did not take place due to lack of attendance.

Positive rewards are given to students who attend school on time. Goals are monitored by staff and the Advisory Council. MLC’s Board of Directors uses data to evaluate effectiveness of Executive Director.

Outcomes 5-9: Behavior and Discipline: MLC works to provide teachers and instructional staff with training and support in Positive Behavior Practices. Instructional Leaders, Classroom and Resource Teachers receive the highest level of training and support, followed by instructional and behavior aides. This goal is monitored by the number of people attending training workshops and coaching sessions based on the needs of their position. All students experience classroom and school-wide learning opportunities to help them become Safe, Caring, Responsible, Respectful, and Tolerant and receive Positive Rewards for doing so. In addition, MLC is working to eliminate the need for suspensions by following our Intervention Matrix and Schoolwide Rewards and using Behavior Intervention Plans in lieu of suspensions. If a suspension occurs, it is accompanied by an Action Plan. This data is collected in PowerSchool via incident and suspension reports and reviewed by staff and the Advisory Council. The Board of Directors considers data in the evaluation of the Executive Director.

Outcome 10: Parent Involvement: Parent involvement and engagement is measured by looking at sign-in sheets, volunteer logs, meeting logs, event logs and annual parent surveys. This information helps guide our efforts to communicate with and engage parents in school-wide decision-making and activities.

All of the data collected to measure achievement of school-wide goals and objectives is shared with the MLC community. Parents receive information via Parent Forums and Meetings scheduled throughout the year and via memos and informatives written by the school. The Advisory Council reviews data quarterly and advises action steps and strategies for informing and engaging the community. The Board of Directors evaluates year-end achievement of goals during the annual meeting in June along with the presentation of the LCAP.

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

• The MLC Board monitors achievement in order to assess the performance of the Executive Director, implementation of the LCAP and to approve budget allocations.
• Advisory Council monitors implementation of school-wide goals, communicates progress to the school community, and gives input to action items to support outcomes.
• Parent Council provides input and support in regards to school-wide goals and programs, and supports implementation through fundraising.
• Recruitment and Retention Committee evaluates the school’s ability to prepare, educate, retain, and involve families at MLC.
• Technology Committee evaluates the use of technology in accordance with MLC’s Technology Plan.
• The Executive Director sponsors grade level breakfasts for parents each month to facilitate dialogue and get feedback.
• Parent Forums allow parents to bring up topics relating to the school program that need input or clarification by staff.
• Consultants from the Los Angeles County Office of Education who monitor the progress of Title III programs provide valuable advice and feedback on the progress of the EL population.
• District Validation Review for Special Education and the LAUSD Site Visits from the Charter Schools Division.

Leadership provides regular school progress reports and student achievement data to all stakeholders
• Board reviews student achievement data annually
• Teachers review student achievement data as a staff each year looking at school-wide trends, grade level, classroom, and individual student data to determine group goals and appropriate professional development and interventions.
• Parents receive progress reports of student achievement three times during the school year (four times in middle school) and a parent conference at the beginning and end of the year to examine student progress and portfolios of their work.
• Administration provides an analysis of test results and plans to address needs in the welcoming letter at the beginning of the school year and intermittent progress reports throughout the school year.
• Parents and teachers receive results of standardized tests for students
• MLC reports on school progress in school-wide communication and on the website to community and authorizers.

Grading, Progress Reporting, and Promotion/Retention

Reporting Periods and Parent Conferences (K-5)
We have three reporting periods during the school year during which teachers report on student progress in academic areas, behavior and citizenship, and social development. Parent conferences are held prior to the first reporting period at which time annual student goals are discussed. Subsequent parent conferences are held regularly on an as-needed basis. For the final reporting period, parents are invited to review student portfolios and their progress.

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

Teachers measure student’s progress in English and Spanish reading through the Developmental Reading Assessment (DRA2 and EDL2) for grades K-5. The DRA measures student’s accuracy, fluency, and comprehension. Students are assessed using a variety of fiction and nonfiction text. Teachers keep records of student reading and compile a reading portfolio that moves on with them from grade to grade. The DRA determines student’s independent and instructional reading level and assists teachers in identifying student’s instructional needs.

Other summative assessment tools used by teachers include teacher developed tests using an online assessment tool called ZOOM and a norm referenced benchmark assessment (NWEA) that shows student growth over time in reading and math. Teachers also use unit tests from Math Trailblazers and CPM in math.

K-5 Report Cards Assess student progress according to the following scale:
4 = Advanced
3 = Proficient
2 = Developing
1 = Emerging

Students are assessed in the following areas according to the Common Core Standards in the language of instruction for each grade level:
- Reading (Literature, Informational Text, Foundational Skills)
- Writing (Use of Writing Process, Narratives, Informative/Explanatory, Opinion, Research to Build and Present Knowledge
- Listening and Speaking
- Language (Conventions, Vocabulary Acquisition and Use
- Science
- Social Studies
- Math (Counting and Cardinality for Kinder, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operation with Fractions for grades 3-5, Measurement and Data, Geometry)
- Visual and Performing Arts
- Physical Education
- Work Habits (Homework Completion, Quality of Work, Effort)
- Behavior Standards (Respectful, Responsible, Safe, Caring, Tolerance)

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

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

The criteria for Extra-Curricular Ineligibility are:
- A GPA of lower than 2.0 on the most current report card
- Any “F” or “U” received on the most current report card
- A NP (no-pass) in an elective course on the most current report card
- Excessive tardies before school and between classes

Students may be considered ineligible for extra-curricular activities such as:
- Participating on a Competitive Sports Team (YPI)
- Working in the Student Store
- Holding any position on Student Council
- Choosing Elective Courses (Study Hall may be substituted as appropriate)
- Participating in Service Learning

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

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

Occasionally students will be promoted beyond the next grade level if they demonstrate academic and social readiness. This occurs most often with TK students who are integrated into Kindergarten classes who demonstrate academic and social readiness for First Grade after their TK year. This decision is made jointly between teachers, parents, and administration.
Element 4: Governance

“The governance structure of the 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, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

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

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

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

Legal and Policy Compliance

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

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.

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

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

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

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

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

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

**Responding to Inquiries**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, 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. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

Student Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

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

Governance Structure

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

Board of Directors

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

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

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

By-laws that govern the Board have been developed and are included in TAB 3 along with the Articles of Incorporation. The By-Laws were recently amended and approved at the August 25, 2015 meeting of the Board. The MLC Board adopted its Code of Ethics policy at its Board meeting on January 6, 2011. The LAUSD has received a copy of the documents.

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

The Chief Financial Officer (CFO) is responsible for: chairing the Audit Committee and fiscal oversight of the organization.

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

The Executive Director is responsible for leading the organization as deemed by the Board of Directors and meeting goals and objectives annually set forth by the Board of Directors. A full job description for the Executive Director is provided in Element 10.
MLC Governance Structure

Board of Directors

Executive Director

Staff

Parents

Challenge Committees

Advisory Council

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

Board members serve up to four two-year consecutive terms per our current bylaws approved on August 25, 2015. Members serve alternate terms, so there will always be experienced board members returning to the Board as new members are elected. Candidates are considered for election to the board when a vacancy occurs or when new expertise is desired by the members. Potential board members are considered qualified if they have professional experience in an area of interest to the Board such as finance, education, policy, legal, human resources, facilities, real estate, etc.

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

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

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

Vacancies on the Board may be filled by approval of the Board or, if the number of Directors then in office is less than a quorum, by (1) the unanimous vote of the Directors then in office, (2) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Director. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.
Governance Procedures and Operations
The Board meets regularly in October, January, April and June and more often as deemed necessary by the Executive Director or Board President. In addition to the regular quarterly meetings, there is a Summer Retreat scheduled in July or August during which Brown Act Training is provided. Meeting notices, agendas and minutes are posted in accordance to Brown Act timelines on the window next to the MLC office, on the MLC webpage, and mailed directly to the Board via e-mail. Minutes are available to the public through printing from the website or through request from the front office. The annual calendar is set during the Annual Meeting in June for the following year or at the first meeting of the fiscal year. Committee meetings are scheduled as needed throughout the year.

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

A board member abstains from voting at their own discretion and in the following circumstances:
- When they are being voted in as a member or officer
- When minutes are being approved for a meeting they did not attend
- When they are deemed a non-voting member due to the need to phone in when we did not post their location on the agenda
- When there is a perceived conflict of interest

Stakeholder Involvement

Advisory Council
Parents, administration and teachers meet throughout the school year to evaluate and analyze school-wide goals and objectives outlined in our Local Control Accountability Plan (LCAP). The Advisory Council works collaboratively to make decisions regarding the educational program and school procedures, and sets and evaluates goals and objectives in the areas of facilities, technology, instruction, curriculum, assessment, parent engagement, and school climate. This includes reviewing plans and policies required for Title I, II, and III. The Advisory Council also facilitates and organizes Parent Forums during which all parents are invited to comment on the LCAP and other school-wide initiatives. A sub-committee of the Advisory Council is the Wellness Committee which falls in line with development of school-wide initiatives. Outcomes of the Advisory Council are shared with the Board of Directors by the Executive Director who is responsible for leading the Council. All parents and staff are invited to be part of the Advisory Council and it is comprised of teachers, administrators and parents. At the first meeting of the year, the Council divides into groups to address different goals according to the LCAP. Each group is led by a staff person and the topics of discussion and actions relate to the goals and outcomes on the LCAP. At meetings, the Council divide into groups, focus on discussion questions, share out with the larger group and notes are shared with the entire Council. The Advisory Council meets three to four times per year in September/October, January/February, April/May and as needed in between.
Challenge Committees
Challenge Committees are created to address areas of need identified by staff giving all members of the school community (teachers, administrators, parents, and community members) an opportunity to be involved in the decision-making process and contribute their expertise. Committees are open to all staff and parents and meet monthly. Operating procedures are developed by each committee based on the nature of their work together. Outcomes, events, and activities are shared with the staff via school leadership and committee chairs (which are staff members). The same information is shared with parents via school communications including Phone Tree, Electronic Backpack (website) and flyers sent all of which is communicated in English and Spanish. Outcomes are shared with the Board of Directors by the Executive Director. Committees may include:

Recruitment and Retention
This committee includes staff and parents who work together to recruit new kindergarten students and their families to MLC and implement activities and structures to promote understanding, education, and retention of students and families at MLC. Specific activities of the committee include:
- Communicate to the public about enrollment and educational programs at MLC
- Design and facilitate Parent Information Sessions and Tours
- Organize Monthly Grade Level Breakfasts to support student and family commitment

Health and Safety
This committee includes staff, parents and community members and addresses issues of health and safety at MLC including but not limited to:
- Scheduling fire and earthquake drills
- Maintaining emergency kits (food, water, etc.)
- Coordinating staff emergency procedures and responsibilities
- Addressing and identifying parking lot and other safety issues

Facilities and Technology
This committee includes staff, parents and community members and supports MLC's facility and technology plan by coordinating volunteer efforts for school beautification and support for teachers and staff in a variety of technology tools and applications. They also make recommendations regarding site improvements and hardware and software purchases and organize school-wide beautification projects.

Student Council
This committee includes staff, parents, and student representatives in support of MLC’s student leadership. In the beginning of the school year, elections are held for Student Council representatives for all grades beginning with first grade as well as Student Council Officers. The Student Council meets regularly to plan school-wide events, monitor and support understanding of MLC Behavior Standards, address student needs, run fundraisers and school awareness campaigns, sponsor spirit days, and lead weekly school assemblies.

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

**Cultural Celebrations**
This committee of staff and parents organizes school-wide activities to celebrate cultural diversity at MLC. The celebrations are organized by parents, staff and often includes members of the community.

**Positive Behavior Practices 'PBP'**
This committee includes staff and parents working together to support the implementation of Positive Behavior Practices at school and at home. The Committee works together to support teachers in their implementation of positive behavior practices in the classroom; create a school-wide positive reward system; communicate expectations to the school community and; reinforce the MLC behavior standards and to inform and support parents on Positive Behavior Practices.

**Stakeholders and the Educational Program**
The school community convenes regularly in regards to MLC's Educational Program.

- **Back to School Nights:** Parents are invited within the first month of school to meet their child’s teacher, visit the classroom, and learn about the grade level curriculum, academic and behavior expectations, homework and grading policies, modes of communication, available intervention programs, and opportunities for volunteering.

- **Parent Family Nights:** Math Night and Science Night are school wide evening events that alternate yearly. Parents are invited to their child’s classroom as well as various other grade levels to experience the math and science curriculum via student-demonstrations and hands-on experiences.

- **Reporting Periods:** Grades K-5 have three reporting periods during the school year, while students in grades 6-8 receive two progress reports and two report cards during the year. During these reporting periods teachers provide parents with updates on student progress in academic areas, behavior and citizenship, and social development. A pupil-free day is scheduled prior to the first reporting period for parent-teacher conferences. At the first conference teachers and parents discuss student needs and strategies to ensure academic, physical and social growth. Subsequent parent conferences are held regularly on an as-needed basis.

- **Information Meetings:** Various meetings are scheduled throughout the year to inform and educate parents on specific topics such as: English Language Development, Common Core, State Standardized Testing, Special Education, Positive Behavior and any other topics requiring attention.
- **Culmination and Portfolio Reviews**: At the end of the year parents are invited for a daytime event in their child’s classroom to witness the culmination of the students’ work. In addition student-led conferences allow parents to view work portfolios as well as evidence of goal achievement.

- **Grade Level Breakfasts**: Breakfasts are scheduled from 8:30-10:00am each month for a designated grade level and are facilitated by a member of the administration and a teacher in the future grade level. Parents have opportunities to discuss their “stars and wishes” and tour future grade levels.

- **Middle School Parent Nights**: Middle School Parents meet with teachers and administration two to three times a year to discuss the middle school programs and preparation for high school.

In addition, the school regularly mails parents results of standards-based individual student assessments, as well as the school-wide summary data of standards-based assessments and State Standardized results when available. Middle School parents have access to student gradebooks. We also send information home via our Electronic on the website and via flyers sent home. On the website, each teacher has a web page describing learning activities in their classes.

**The school establishes regular opportunities for stakeholders to address the administration and board:**

- Board Meetings are open and agendas posted 3 days prior in school window and on website
- Parent Council Meetings (parents discuss issues and administration and/or teachers receive appropriate feedback) are held in mornings and evenings to accommodate all interested parents
- Second Cup of Coffee held monthly from 8:30-9:30am for parents to discuss concerns with Executive Director
- Student Assemblies – students can bring up issues or concerns
- Student Council
- Every staff member has e-mail and voice mail and parents receive a directory at the beginning of each school year.
- Parent Family Nights – (Math Night, Science Night, Arts & Literacy Week, etc.)
- Board attends school events and social functions.

**School stakeholders (board, staff, parents, and student leaders) are involved in resource allocation decisions)**

- **Board**
  - The Board approves the budget every year and allocates resources for all categories of spending
- **Staff**
  - When budgeting permits, each grade level receives a budget for supplemental purchases to support instructional and learning goals. Staff also oversees decisions in terms of purchasing curriculum materials, books, instructional materials, etc.
- **Parents**
  - The Parent Council holds fundraisers throughout the year and allocates spending of the funds to support learning goals as well as parent services and communication.
**Student Leaders**

- Student Council holds fundraisers throughout the year and makes decisions about how to spend the funds to benefit the whole school or the community.
- Students also earn points for good behavior during lunch which go toward Student Spirit Days

**Challenge Committees**

- Challenge committees may submit plans for funding to accomplish goals related to their purpose. The Health and Safety committee fundraises each year with Jog-a-Thon to support purchases needed to implement our Health and Safety Plan and refurbish emergency supplies and equipment.

**Parent Council**

The MLC encourages parent involvement in the governance of the school through the Parent Council. The Parent Council is responsible for developing parent involvement policies and strategies at MLC as well as bringing our community together. Parent Council members involve parents in special events and encourage them to participate on Challenge and Parent Council committees. The Parent Council elects its own officers in the spring who then meet with the Executive Director to plan for the upcoming year. The Parent Council officer positions and their responsibilities are:

Facilitator - sets meeting agendas and runs meetings  
Co-Facilitator - keeps tabs on event coordination and runs meetings in the facilitator's absence  
Secretary - creates written correspondence for Parent Council events, and takes minutes at the meetings.  
Treasurer - keeps track of Parent Council funds
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

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

ESEA/NCLB and Credentialing Requirements

Charter School 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. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Certificated Staff

All teachers in core academic areas hold a certificate, permit, or other document from the California Commission on Teacher Credentialing (Education Code section 47605(1)). MLC is in compliance with the highly qualified provisions of No Child Left Behind. It is the responsibility of each teacher to obtain renewals, as appropriate. Upon hire, all teachers are required to provide a copy of their credential, permit, or other document(s). Teachers are also required to provide a copy of any and all updates and renewals they receive from the California Commission on Teacher Credentialing. Credential expiration dates are tracked and monitored by MLC’s Human Resource/Business Manager on a monthly basis, ensuring all credentials are current.

Teachers

MLC faculty is responsible for carrying out the educational program, teaching the core academic classes, overseeing students’ academic progress, and monitoring assessment. Teachers are required to be bilingual, bi-literate, and fluent in all aspects of the Spanish and English language to fulfill the needs of the MLC’s dual language program. Teachers are responsible for carrying out the educational program of the MLC and are accountable to the Executive Director or designee.
Teachers:

- engage and support all students including English Learners, Special Needs, and Gifted students in an inclusive learning environment.
- create and maintain effective environments for student learning that includes positive reward systems.
- understand and organize subject matter for student learning in a way that fosters individual and group investigation.
- plan instruction and design differentiated learning experiences for a range of needs and abilities utilizing the Common Core Standards.
- use formative and summative assessments of student learning to drive instruction.
- develop an area of expertise which is shared through professional development and impacts team planning.
- welcome open inquiry and peer feedback and review.
- develop a professional growth plan and maintain a professional portfolio.
- attend school staff development.
- collect and analyze student data to improve the school-wide instructional program.
- participate on school governance committees and in decision-making process.
- actively maintain open and ongoing communication with parents.
- ensure health and safety of students and staff.
- recruit and retain students and families to the dual immersion program.
- collaborate with all staff to maintain a culture of respect and honest and open communication.
- promote MLC philosophy and goals.
- carry out mission, vision, and values established by the Multicultural Learning Center and its Board of Directors.

Faculty Commitments are as follows:

Promote and support the MLC vision and goals by fulfilling the following general, instructional, professional growth and school-wide responsibilities and commitments:

**General**

- Accept responsibility and accountability for meeting the goals of the educational program.
- Use constructivist-teaching practices.
- Eagerly share expertise both informally and through grade level and knowledge transfer meetings.
- Identify group and individual professional goals annually in collaboration with our learning community.
- Support a peer review process for annual goal achievement with peer observations.
- Assess accomplishment of annual goals through self-reflection and annual review process with the learning community in May and/or June.
- Create and submit a yearly grade-level plan and budget for approval by Executive Director.
Instructional

- Engage and support all students in learning, including those with Individual Education Plans (IEPs), practice differentiated instruction and constructivist teaching, apply developmental learning theories, address multiple intelligences, integrate the arts, use flexible grouping centers.
- Create and maintain effective environments for student learning: have resources available, effective classroom management, safe and trusting environment, student centered classroom, appropriate language exposure and physical evidence of learning.
- Understand and organize subject matter for student learning integrating content standards into the curriculum.
- Plan instruction and design learning experiences for all students.
- Assess and report student learning using MLC assessments, checklists, rubrics, testing, portfolios and conferences and, if applicable, make timely referrals to Student Study Team.

Professional Growth

- Continue to expand knowledge through attendance at conferences, workshops and knowledge transfer meetings.
- Welcome open inquiry and constructive feedback and review through the peer review process and grade level meetings.
- Attend school staff development and meetings that are on the master calendar.
- Collect and analyze student data to improve the school-wide instructional program.
- Meet the requirements of the California Commission on Teacher Credentialing and State of California Community Care Licensing Division and obtain renewals as appropriate.

School-wide

- Participate in school governance and decision-making process through membership in one committee per year.
- Actively maintain open and ongoing communication with parents through conferences, regular written communication, family nights, etc.
- Conduct at least two parent-teacher conferences throughout the school year: one-on-one at the beginning of the school year and a portfolio night as a classroom group at the end of the school year.
- Ensure the health and safety of students and staff by reinforcing school-wide behavior policy as the uniform discipline policy and all safety procedures, as detailed in the Employee Handbook and other Safety Committee documents.
- Recruit and retain students and families to the dual immersion program through advocacy and education.
- Collaborate with all staff to maintain a culture of respect and honest and open communication.

The School Psychologist:

- performs casework services with students to help resolve behavioral and social problems
- selects and administers age-appropriate assessment methods and materials in order to determine the needs of the student
- gathers background information on a student’s psychological history by conducting behavioral observations and interviews and reviewing school records
• works as a team member to develop intervention plans and planning programs to meet the special needs of students
• assesses students’ cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student
• participates in meetings and contributes to the development of the Individual Education Plan (IEP)
• consults with teachers, special education staff and parents for the purpose of developing plans and/or providing information regarding students’ goals, plans and services
• conducts specialized individual and group counseling sessions to address specific emotional, social and behavioral needs of students
• acts as a member of the school crisis team to provide intervention to students as necessary
• maintains compliant IEPs, including service tracking in Welligent and reporting progress accordingly to parents and team members
• participates in faculty meetings, professional development, intervention and Student Success Team Meetings as necessary
• performs other related duties as assigned for the purpose of ensuring efficient and effective student intervention services.
• collaborates with and reports to MLC’s Director of Special Education and Intervention

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

**Resource Teachers:**

• provide direct instruction in the academic areas to special education students on a one-to-one or small group basis, either in the resource room or in the regular classroom.
• consult with parents and regular classroom teachers regarding students who are receiving special education services, so as to insure that their needs are appropriately met.
• monitor student progress on a regular basis; participate in the review and revision of individualized education plans, as appropriate.
• evaluate and review students’ academic progress for existing IEPs, assess students in the area of academics for initial, tri-annual, and re-evaluations as assigned. Prepare reports and consult with the IEP Team as appropriate.
• refer students who do not demonstrate appropriate progress to the Director of Special Education.
• create and maintain Individual Education Plans (IEP) records on the LAUSD Welligent Database.
• raise parent awareness in regards to the community resources and referral agencies that can assist MLC in meeting the needs of children with special needs.
• provide consultation, resource information and materials regarding individuals with special needs to their parents and to regular staff members.
• share information regarding children’s needs and strengths with parents and staff and encourage participation in the process of developing a plan in relation to those needs and strengths. Once plan is created, make certain that is it appropriately implemented and maintained by staff and/or parents.
• convey any lack of implementation by either staff and/or parents to the Director of Special Education.
• assist teachers in providing a positive learning environment that stimulates student learning and maintenance of skills.
• guide teachers in writing Present Levels of Performance.
• provide Professional Development on a variety of special education topics.
• attend regular and special staff meetings and actively participate as a member of the educational community.
• support the policies and programs of the Multicultural Learning Center and perform assigned duties consistent with School and Special Education policies, regulations and procedures.
• carry out mission, vision, and values established by the Multicultural Learning Center and its Board of Directors.
• perform other duties as assigned by the Executive Director or Director of Special Education

Resource Teachers must possess a California Education Specialist Credential or have Internship Status in pursuit of the credential and be bilingual in English and Spanish.

MLC may also employ or retain non-certificated instructional support staff with subject matter expertise and professional experience. Instructional support staff will not assign grades or approve student work assignments without approval of a teacher except in non-core courses or activities. Support staff may include arts specialists, teaching assistants, parents, community members, or university students in pre-service training programs. This staff must possess at minimum an AA degree or equivalent if acquiring a BA degree, attending an institution of higher learning, or passes an evaluation conducted by MLC’s Executive Director or managing administrator for the position held.

Administrative Staff
The Executive Director is directly responsible to the MLC Board of Directors and supervises all school operations in accordance with Board policies. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he or she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the school and its staff. The Executive Director hires outside consultants or staff to accomplish the operational needs of the school.

The Executive Director:
• advises the MLC Board on school policies, operations, financial status, and staff relations.
• serves as liaison with the District on behalf of the MLC Board of Directors.
• oversees and monitors school-wide budget and Local Control Accountability Plan.
identifies sources of income and funding and manages budget reports and expenditures.
oversees Federal Cash Management.
approves payroll, contracts, and expenses per Fiscal Policies.
oversees facility agreements and relationships and ensures safety and improvement of school facilities.
develops and maintains partnerships with educational partners including universities, dual language schools, CDE, LAUSD, legislators, etc.
oversees marketing, publicity and communications.
ensures compliance with Education Code, charter law, brown act, staff policies, MLC’s charter, and state and federal funding requirements.
establishes hiring guidelines, salary ranges, signs all letters of agreement
hires and supervises instructional and administrative staff and conducts performance evaluations.
develops and guides implementation of evaluation and compensation models for instructional and administrative staff.
approves annual compensation increases based on annual reviews.
works with staff to set annual goals for instructional program and provides oversight.
supports growth of teaching staff through observation and feedback, critical friends, and peer review.
develops opportunities for professional development.
approves grade level plans and budgets.
develops assessment polices and publishes data to share with community.
oversees student discipline policies and develops new programs and resources.
engages parents in developing and analyzing school-wide initiatives and programs.
collaborates with Parent Council to achieve school-wide goals.
develops annual surveys.
resolves controversies within the school community.
informs the community about the school, participates in appropriate community organizations.

Desired qualifications for the Executive Director include a BA or BS degree or higher and experience in the arena of education reform either through working directly at a school site or for a government or non-profit educational agency. The position requires effective management and leadership skills and the ability to relate well with parents, teachers, a volunteer Board of Directors, and the community at large. Experience in strategic planning, program management, communications, and financial planning are essential.

The Director of Special Education and Intervention:
- serves as the school administrator during SST’s, IEP’s and 504’s.
- selects and supervises Special Education and instructional support staff and independent contractors.
- ensures that proper and adequate services are being provided to all students who qualify for special education services via their SST or IEP.
- guides teachers in the creation and implementation of interventions based on observations, data, and collaborative dialogue.
• develops and oversees school-wide academic intervention programs for students.
• provides support to teachers, students, and parents in the implementation of MLC’s Positive Behavior Practices.
• responds to students and parents in regards to student attendance.

This position requires a California Credential, preferably with BCLAD. The person fulfilling this position will need to have a minimum of 3 years teaching experience and administrative experience with outstanding written, oral, and interpersonal skills and be bilingual and biliterate in English and Spanish. The position requires knowledge of laws and policies relating to Special Education and the ability to analyze student achievement data and to recommend and implement corrective measures.

The Director of Operations:
• provides oversight of facilities and maintenance.
• collaborates with Executive Director on submission of Cal Pads and other data reports.
• serves as the Food Service Director for the National School Lunch Program
• serves as fiscal manager
• oversees fiscal year audit.
• oversees accounts payable, accounts receivable.
• manages vendor relations.
• serves as liaison with IT providers.
• collaborates with Special Education Administrator on compliance, operations, and communications.
• oversees purchasing of curriculum and resources.
• oversees and manages testing and data reporting to district and state.
• supervises front office staff and communications.
• oversees enrollment procedures and communications
• annually updates Parent and Student Handbook with policies and procedures.
• oversees volunteer and visitation policies and procedures in addition to campus policies and procedures.
• oversees meal program and student data.
• supervise facilities staff.
• Serves as the Chair of the Disciplinary Panel

This position requires a BA degree and extensive experience in marketing, office management, and daily school operations. The ideal employee has excellent communication and data management skills, as well as experience with staff management. Bilingual in Spanish and English required.

The Human Resources Manager:
• recruits and processes new employees
• ensures teacher credentials compliance with the California Commission of Teacher Credentialing (CTC)
• serves as the Custodian of Records with the California Department of Justice (CA DOJ)
• maintains personnel files for all current and former employees.
manages required trainings including First Aid & CPR, Bloodborne Pathogens, and Child Abuse Mandated Reporter.
updates and monitors staff procedures and policies.

serves as a liaison to the Los Angeles County Office of Education (LACOE) on all STRS and PERS issues and reports.
manages requests for leaves of absence and tracks sick time, vacation accruals, and employee attendance.
manages worker’s compensation policies
supports fiscal year audit
manages personnel budget and oversees payroll
manages insurance programs and vendors
manages vendor accounts

This position requires a BA or BS degree and three to five years of experience in organizational management, operations, finance, and/or human resources. Experience with urban public school systems and/or non-profits is desired, as is proficiency with computer accounting and database systems.

The Program Coordinator:

- coordinates internships and college and high school volunteers.
- coordinates middle school elective program.
- assists with testing coordination.
- oversees report card mailings and administration.
- hires, trains, and supervises campus aides.
- maintains website and annual calendar.
- manages school-wide communications.
- supports Director of Operations.
- maintains alumni database.

This position requires a BA or BS degree and 1-2 years of work experience, preferably in a school environment. The Program Coordinator must be bilingual in English and Spanish and have excellent organizational and communication skills.

The Office Administrator:

- serves as the receptionist and front office manager
- orders supplies and materials
- manages inventory and tracking of non-consumables
- manages student records and data
- assists with SST and IEP meeting preparation and distribution of reports
- manages recruitment and retention as well as enrollment procedures
- maintains emergency contacts, health cards, and student records
- manages meal program billing, tracking and processes meal applications
- provides basic first aid and administers medication to students with required consent
- oversees attendance reporting.
- serves as Homeless Liaison
This position requires fluency in English and Spanish, proficiency with word processing, database, and spreadsheet software, attention to detail, a pleasant and friendly demeanor, and a desire to serve children. A degree or certificate from a post-secondary business school or high school diploma with 3-5 years of experience in an office environment, preferably in a public school, is desired.

**The Office Assistant:**
- addresses faculty requests.
- manages Power School.
- supports maintenance of student records and data.
- processes mail.
- manages daily attendance and compiles monthly reports.
- provides basic first aid and administers medication to students with required consent
- orients substitute teachers.

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

**Other Classified Staff**

**The Librarian**
- builds and maintains a resource-rich library for the MLC students and staff
- creates a library schedule
- ensures that all staff and students use the library regularly and use the checkout system effectively
- creates special interest events for students
- explores ways to enhance our collection through fundraising or gift-giving

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

**Speech & Language Pathology Assistant**
Under the supervision of a contracted speech and language pathologist a Speech and Language Pathology Assistant (SLPA):
- conducts screenings and observations for students with suspected speech and language delays.
- consults with teachers, special education staff and parents for the purpose of developing plans and/or providing information regarding students’ goals, plans and services.
- collects data on student achievement for the purpose of documenting activities, preparing reports and updating logs including service tracking in Welligent.
• works with school staff and teachers to facilitate speech and language development and providing individualized classroom strategies for all students.
• develops and implements social skills groups for all students.
• performs other related duties as assigned for the purpose of ensuring efficient and effective student intervention services.
• reports to and collaborates with MLC’s Director of Special Education and Intervention.

Qualified candidates must possess a bachelor’s degree in Speech Pathology or Communication Disorders, have a high level of literacy in English and Spanish, knowledge of administering screening instruments and reporting results, and proven ability to follow treatment protocols as developed and prescribed.

**Facilities Technicians:**
• maintain grounds which includes but is not limited to: mow, rake, edge, water, weed, plant and prune trees and shrubs, fertilize, and sweep and blow debris from walks and driveways.
• perform custodial duties include but not limited to: clean and maintain bathrooms, gather and remove trash from grounds.
• oversee and/or performs repairs and maintenance, as needed.
• replenish and distribute supplies replenishment and distribution.
• buy supplies and maintains work records, when requested.
• assure safety of children while performing duties at school site.
• perform related duties as assigned by Director of Operations.

A Facilities Technician will have 3-5 years of related experience in an institutional setting and must have a valid driver’s license.

**Instructional Support Staff**

**Instructional Aides:**
• assist teachers in planning instruction and designing learning experiences.
  - engage and support all students in learning
  - organize subject matter for student learning
  - assess student learning
• work with students in small groups or one-on-one.
• monitor and ensure the safety of children during play and mealtimes.
• create and maintain effective environments for student learning.
• enforce school behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student activity.
• develop abilities to assist students in meeting their instructional goals, including those identified on an Individual Education Plan (IEP) or 504 Plan for students with special needs.
• monitor morning arrival and breakfast to ensure safety of all MLC students.
• provide coverage for grade-level meetings.
• welcome open inquiry, feedback and review.
Teaching Assistants must possess a minimum of an AA degree or equivalent schooling and experience working with students in an educational setting. It is required for teaching assistants to be bilingual in English and Spanish.

**Behavior Intervention Implementation Aides:**
- document behaviors per direction of supervisor(s).
- respond to behavior crises following established procedures.
- monitor and ensure the safety of children during play and mealtimes.
- create and maintain effective environments for student learning.
- enforce school behavior standards (caring, safety, responsibility, respect and tolerance) while supervising student activity.
- develop abilities to assist students in meeting their instructional and behavioral goals, including those identified on an Individual Education Plan (IEP), 504 Plan, and/or Behavior Support Plan for students with special needs.
- welcome open inquiry, feedback and review from staff.

Requirements for this position include knowledge of physical, emotional and mental disabilities and a high level of literacy in English and Spanish preferred. A minimum of an AA degree, junior or senior standing in college, or relevant job experience is required and a BA or BS degree is preferred.

**Campus Aides:**
- supervise students during scheduled play and meal times.
- set-up and clean-up yard area and play equipment and maintain yard equipment shed.
- monitoring assigned areas on play yard to ensure adherence to the rules and safety measures.
- reinforce positive behavior and adherence to rules.
- communicate student behavior to classroom teachers.
- provide feedback and communicate regularly with Program Coordinator.
- ensure the safety and well-being of students and promote MLC Behavior Standards.

Campus Aides must possess experience working with and motivating groups of children and demonstrate ability to supervise campus and enforce behavior policies and campus rules. It is preferred for Campus Aides to be bilingual in English and Spanish but not required. Experience with recreational leadership is a plus.
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

Charter School 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 Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter
School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**Safe Place to Learn Act**

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

**MLC’s Custodian of Records**

The Human Resources Manager functions as the Custodian of Records at MLC and is authorized to request, receive, review, and otherwise handle CA DOJ Criminal Offender Record Information reports and subsequent arrest notifications. The employee who serves as the HR Manager is processed and approved by the CA DOJ to be the person responsible for security, storage, dissemination, and destruction of criminal record information for all staff, volunteers and vendor staff. In addition to criminal background checks, the HR Manager must ensure that all teachers are appropriately credentialed in accordance with applicable laws as well as our charter.

**Health and Wellness at MLC**

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

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

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

**Nutrition Education and Physical Activity Goals**

MLC adopts goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the school determines appropriate. MLC’s nutrition education and physical education programs shall be based on research, consistent with the expectations established in the State’s curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

All students in grades K-8 are provided with opportunities to be physically active on a regular basis.

Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before and after school programs and other structured and unstructured activities. To accomplish this:

- At the beginning of every year, K-5 teachers must include in schedules at minimum 200 minutes of physical education every two weeks. Currently teachers in grades K-5 provide instruction in physical education according to the California State Standards for their grade level. They focus on increasing student fitness levels, developing motor skills and coordination, as well as learning the rules of team sports and activities MLC students engage in during recess and lunch including basketball, soccer, volleyball, etc.
- Students in grades 6-8 receive physical education instruction for 60 minutes four days a week from specialists with a focus on fitness and endurance, living a healthy lifestyle, and exposure to team sports. Their grades are based on participation and meeting class expectations.
- Beginning in 5th grade and through 8th grade, there is a focus on the skills in the State Physical Fitness Test. Students set goals on improving in each skill and are rewarded at our annual awards ceremony for having accomplished state standard achievement.
- All students have opportunity for 20 minutes of supervised outdoor recess (weather permitting) twice a day and are provided with scheduled space and equipment to encourage moderate to vigorous physical activity.
- Students attending our before school supplemental program have the opportunity to participate in group led physical activity in addition to homework help and a free breakfast meal.
- Our after school program offers physical activity programs such as physical activity classes and intramural programs. The classes offered provide a range of activities that meet the needs, interest and abilities of all students including boys, girls, students with
disabilities and students which special health-care needs. The students have the opportunity to participate in competitive sports teams.

- Teachers and support staff do not withhold opportunities for physical activity as a punishment for behavior or missing class assignments or homework.

MLC encourages staff to serve as positive role models and promotes and provides opportunities for regular physical activity among employees. Professional development includes instructional strategies that assess health knowledge and skills and promote healthy behaviors.

Nutrition education is provided as part of the health education/science program in grades K-8 and is integrated into core academic subjects and offered through before and after school programs. MLC accomplishes this by:

- Offering nutrition and health related instruction not only as part of health/science curriculum but also in subjects such as social studies, language arts, math and for middle school, elective classes.
- Including enjoyable, developmentally-appropriate and culturally relevant participatory activities such as contests, promotions, taste tests, farm visits, and special assemblies.
- Promoting fruits, vegetables, whole grain products, low fat and fat free dairy products, health food preparation methods, and health enhanced nutrition practices through our daily meal offerings, cafeteria signage and promotions.
- Including in our before and after school programs food and health related classes such as gardening, cooking and nutrition.

To encourage consistent health messages between the home and school environment, MLC disseminates health information to parents through newsletters, handouts, meetings, and other communications. Outreach to parents emphasizes the relationship between student health and academic performance. MLC asks parents to send students with healthy snacks for nutrition that are low in sugar such as vegetables, fruit, cheese and crackers, milk and protein products. Absolutely no chips or candy are permitted for snacks.

As part of lunch brought from home, parents may include chips, cake, or cookies as long as children are provided with protein and healthy carbohydrates for their main course. Children are instructed to eat their main course before eating their dessert. Caffeinated and carbonated drinks (such as soda or coffee) as well as energy drinks (such as Red Bull or Monster), gum and candy are completely forbidden and will be confiscated.

MLC prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machines, logos, scoreboards, school supplies, coupons or incentive programs.

**Nutrition Guidelines for Foods at School**

MLC believes that foods and beverages available to students should support the health curriculum and promote optimal health. Foods and beverages sold to students through the school’s food service program and student store shall meet or exceed state and federal nutrition standards. MLC encourages school organizations to use healthy food items or non-food items for fundraising purposes. MLC encourages school staff to avoid the use of non-nutritious foods as a reward for students’ academic performance, accomplishments, or classroom behavior. School
staff encourages parents or other volunteers to support MLC’s nutrition education program considering nutritional quality when selecting any snacks which they may donate for occasional class parties by limiting foods or beverages that do not meet nutritional standards. In our Parent and Student Handbook parents are asked to model healthy eating and keep sweets and sugar to a minimum by providing healthy food and drinks when bringing items to share with their class. For all other classroom potlucks and celebrations, room parents are asked to enforce school guidelines regarding nutrition.

To respect dietary restrictions, parental wishes and allergic limitations students are not allowed to share the food brought from home or picked up from the cafeteria. Campus Aides who supervise the students when eating both in the snack and meal patios are responsible to make sure they eat their own food and not offer or ask others for theirs. There are more appropriate opportunities through classroom potlucks and school events where students can share in their culture and build a sense of community through food.

**Guidelines for Reimbursable Meals**

Foods and beverages provided through federally reimbursable school meal programs meet or exceed federal regulations and guidance issued as they apply to schools. For breakfast, MLC operates the School Breakfast program and encourages participation by allowing students to get breakfast both in the meal patio and by the main entrance gate. A Second Chance Breakfast is available at recess for K-5 students and for middle school students during their morning passing periods.

MLC makes every effort to eliminate any social stigma attached to receiving a meal through the National School Lunch Program and prevents any overt identification of students who are eligible for free or reduced meals. Student schedules allow for enough time to consume their meal after it has been served. Meals are scheduled at appropriate times and are staggered between grades to keep the students in reasonable groups when being served and for seating. There are four staggered serving windows to serve breakfast between 7:30am to 10:45am and lunch from 11:30am to 1:00pm daily.

**Program Implementation and Evaluation**

MLC designates at least one staff person who is charged with the operational responsibility for ensuring that the school implements the wellness policy. The Director of Operations functions as the Food Service Director with the National School Lunch Program and is a member of the Wellness Sub-Committee of the Advisory Council. Specific quality indicators are used to measure the implementation of the policy school-wide on an annual basis. These measures include, but are not limited to student participation rates in school meal programs; feedback from food service personnel, school faculty and staff, parents, students, and other appropriate persons; inclusion of health and physical education standards in grade-level plans; student participation rates in our school athletic programs. The Wellness Sub-Committee is responsible for review of the measures and implementation of the policy, and recommend necessary changes as a result of their analysis.
Element 7: Means to Achieve a Reflective Racial and Ethnic Balance of District

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. 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, Charter School 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. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and 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, if and when 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

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

MLC Recruitment Strategy
MLC implements a student recruitment strategy that includes, but is not limited to the following steps to ensure a racial and ethnic balance among students that is reflective of the Los Angeles Unified School District and also meets the requirements of our dual language program. This has been a proven method over the past 14 years in maintaining the required ratios.

• Flyers (in English and Spanish) with dates and times for Information Sessions, Tours and the Lottery are distributed at San Fernando Valley libraries, pre-schools, places of worship, after-school activity centers, community centers, and parks and to our enrolled families. MLC primarily targets families in the San Fernando Valley due to our location.
• Annual advertisement in Education and Enrichment Guide available in print and online.
• Advertisements in La Opinion print and online publications
• MLC website has information about the school as well as information regarding information meetings, tours, and enrollment procedures.
• MLC mails a letter to families who have contacted us with interest in the program in December to inform them of Information Meetings and Tours prior to the lottery.
• Listings placed in CDE, Dual Language, and Charter School directories and with the LAUSD Charter School Office.
- Parents and staff on the Recruitment and Retention Committee speak at local organizations and pre-schools during the months of January and February each year prior to the Enrollment Lottery which takes place in late February or early March.
- Tours and Parent Information Sessions are organized on the site and facilitated by the Recruitment and Retention Committee in both English and Spanish. Parent Information Sessions are held on three different days during January and February each year prior to the enrollment lottery. Sessions are held from 7:00 – 8:30pm and free childcare is provided for parents. Tours provided in English and Spanish by staff or parent volunteers take place once per month at 9am from October through March or by appointment.
- A brochure in English and Spanish is distributed at all meetings and events and is displayed in the main office.
Element 8: Admission Requirements

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

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Informing and Engaging Families

Prior to enrollment families have opportunities to learn more about MLC’s programs. Following are the ways we work to inform parents of the innovative features of our educational program and introduce them to our learning community so they can make informed decisions regarding the education of their children.
• Parents of a prospective student are invited to attend a Parent Information Session. The purpose of the Parent Information Session is to describe in detail the dual immersion program at MLC as well as information about school programs, expectations, and outcomes. These sessions are provided by staff and parents on the Recruitment and Retention Committee in both English and Spanish and free childcare is provided. During these sessions, parents learn about MLC’s educational program as well as enrollment and lottery procedures.

• Parents of prospective students are invited to attend a school tour. The purpose of the tour is to observe the dual immersion program at all grade levels while school is in session. Tours take place during the school day in Spanish and English so parents can experience the classroom learning environment and are offered two mornings per month at 9am from October through March or by appointment.

Once students are enrolled, the following activities are provided to support entry into the dual immersion program:

• Parents of enrolled Kindergarten or TK students and their child are invited to attend the Kinder Fair in the spring prior to their TK/Kindergarten year. The purpose of the Kinder Fair is to provide parents and students with a dual immersion learning experience and an opportunity to learn about Parent Council and the YPI After-School Program.

• Parents of newly enrolled students and their child attend a Welcome Visit during the summer prior to start of the school year. At the Welcome Visit, parents turn in enrollment paperwork and meet with an administrator to discuss specific needs of their child and to become acquainted with staff and ask questions. At the same time, the child spends time with a teacher to determine the child’s basic skills and interests and to create balanced classroom environments. These meetings are scheduled at the convenience of the parent and can be conducted via phone if a parent is physically unable to come to the school site.

• All new families attend Orientation prior to the start of the new school year. During Orientation, new families review the policies and procedures in the Parent and Student Handbook with staff. If a student enters mid-year, the same information is provided.

**Enrollment Process**
Students are enrolled in MLC in one of two ways: a Lottery for entry into TK/Kindergarten or any other grade for which we do not have students already enrolled or waitlisted (updated annually); or by being called up from a waitlist. Lotteries are conducted in February or March prior to the enrollment year and follow the same procedures regardless of grade level. Students on waitlists will be called at any time in the school year when a space becomes available.

**Student Recruitment**
In addition to our recruitment strategies explained in Element 7, MLC includes information about our data outcomes, intervention programs, Title 1 programs, and Special Education program in detail during the Information Session. This allows parents to learn about the programs we offer to support all students. Due to the word-of-mouth recommendations from current MLC families, MLC has no difficulty reaching out to and maintaining high enrollment in these categories. As of 2015 MLC enrolled 15% Special Education students and 60% low income students.
Lottery Preferences and Procedures

Lottery Preferences for enrollment are:

1. Students who reside in LAUSD – since we are a charter school authorized by LAUSD, students who reside in the boundaries of LAUSD are given a preference over students who live outside the boundaries of LAUSD.
2. Students Currently Enrolled – this includes students in Transitional Kindergarten and students in Kindergarten who are being retained to repeat Kindergarten for any reason.
3. Siblings – students who are a brother or sister of an existing student.
4. Children of Staff – This will be limited to no more than 5% of the enrollment.

The enrollment period takes place between January and early March each year. Prospective families receive a letter in early January notifying them of Parent Information Meetings and tour schedules. This information is also provided through our recruitment efforts and on our website. Recruitment efforts are described in Element 7.

Lottery Procedures

The enrollment lottery is held using the submitted Lottery Forms. Lotteries are conducted for all grade levels in which applicants exceed capacity. The form is available on MLC’s website, handed out at Parent Information Meetings and available in the MLC front office. If parents are unable to come into the school, the information can be taken over the phone by one of our bilingual office staff members.

MLC’s Office Administrator reviews all Lottery forms to verify that student birth dates demonstrate eligibility for entry into TK or Kindergarten according to state requirements as well as determining which interested families reside in the LAUSD boundaries. From these forms, the Office Administrator enters each family into MLC’s Database and assigns each student a Lottery Identification Number. The Lottery Identification Number is used when posting lottery results on the website and at school to maintain anonymity. The parent receives a letter indicating the Lottery Identification Number assigned to their child.

Before the Lottery, the Office Administrator produces a Lottery Ticket for each child. The Director of Operations cross references Lottery Tickets with the database list to guard against omissions or duplications.

Lottery Event

The Lottery is held in late February or early March at 10:00am or at a time most convenient for parents to attend at MLC with the date and time communicated to every parent at the Parent Information Meeting and posted on the MLC website and Parent Bulletin Board. Parents are told that they may attend the lottery but they are not required to attend in order to participate. They are notified how to obtain results by phone, on the school bulletin board, and on the website utilizing the Lottery Identification Numbers.
The Executive Director, Office Administrator, Student Council President and Vice President, and interested parents are present at the Lottery.

- The Office Administrator provides the Executive Director the Lottery Tickets.
- Students are assigned their lottery preference number in order of the preference.
- If the number of students with preferences exceed the number of spaces available the lottery process will be used for each category in order of preference.
- Once students with preferences have been assigned a number, the Office Administrator provides the Executive Director with the remainder of the Lottery Tickets for students in LAUSD.
- Those are placed in a large cardboard box with an opening at the top.
- The Executive Director instructs the Student Body President to mix the tickets before he or she and the Student Body Vice President alternately choose one Lottery Ticket at a time.
- Once the card is pulled, the Executive Director writes the next sequential number on the card with a permanent marker starting where he or she left off with the last preference and the process continues until each card is drawn.
- The Office Administrator verifies the number of cards to ensure one was not missed.
- The process of assigning numbers repeats with the Lottery Tickets for students who reside outside of the LAUSD boundaries.
- The numbers on the Lottery Tickets are then entered into the database so lists can be generated and posted and used to answer questions when parents call.
- Within a two days, a letter is sent home to each parent of student in the lottery notifying them of the lottery results and next steps.

**Waitlists Are Developed**

Once MLC fills the spaces available during a school year the remainder of the students are on the wait list in the order they were drawn in the lottery. When spaces become available, applicants on the wait list are notified by phone and given a 24-hour deadline to respond to MLC however they are given time to make their enrollment decision once they contact MLC. Several calls are made in order to reach the parent directly and they do not have to decide in 24 hours, they just need to respond to let us know they are considering the offer of enrollment and we work with the parents until a decision is made.

**Post-Lottery Requirements for Enrollment**

Families admitted through the lottery are required to attend a Kinder Fair where they learn about MLC programs, have a classroom learning experience, and receive a take-home packet to be completed by the start of the school year. During the summer, all Kindergarten families attend a 20-minute Welcome Appointment during which administration and parents and students get acquainted. In August, parents attend Orientation, and children must be present on the first day of school. If any of the mandatory steps (Kinder Fair, Welcome Appointment, Orientation, and attending first day) are missed their space will be offered to the next person on the wait list. If parents notify us of difficulty in meeting a step, MLC works with them to satisfy the requirement.
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 Education 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 Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

• P1, first week of January
• P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

The Executive Director is responsible for contracting with an accountant to conduct the required annual financial audit after the Board of Directors has authorized that contract. The Executive Director and Chief Financial Officer (Board position) are responsible for working with the auditor with the support of the back-office provider. The MLC Board of Directors approves the selection of the auditor via a committee and verifies that the auditor is on the State Controller’s list of approved auditors to conduct charter school audits prior to approving the selection of the auditor. Any deficiencies, findings, material weaknesses or audit exceptions will be addressed and resolved at meetings of the Board of Directors led by the Chief Financial Officer. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.
Element 10: Student Discipline

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter
School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

MLC Schoolwide Positive Behavior Practices

MLC is at the forefront of what research shows is the most effective way to manage student behavior, with the best long-term outcomes: positive behavior supports. MLC has resolved to become a PBP Model School and to eliminate punishment-based practices from its behavior management repertoire and instead utilize proactive, solution-focused methods to change behavior for the better over time.

To accomplish this culture shift, MLC has partnered with one of the founding agencies in the field of positive behavior support, the Institute for Applied Behavior Analysis to guide the transformation. IABA provides professional development as well as BID services for MLC under contract.
Becoming a PBP Model School is a long-term commitment that requires training, education, and active participation from the whole school community. The MLC community is developing ways to most effectively intervene with challenging behavior, as well as how to promote the most successful student achievement. When positive behavior supports are utilized, students with challenging behavior become students with less challenging behavior over the long term, and students without challenging behavior have the opportunity to learn how to be part of a diverse school community where everyone has their needs met. The community understands that equal does not mean identical; equal means everyone gets their needs met in whatever way necessary to ensure the best learning community for everyone.

MLC’s Five Behavior Standards

Responsible students:
- follow agreed upon rules and procedures.
- consistently meet expectations.
- are honest and dependable.
- personally uphold high standards of conduct.
- voluntarily seeks ways to help avoid conflict.
- go beyond what is expected.

Respectful students:
- protect the rights and property of others.
- listen completely and thoughtfully.
- wait patiently.
- are courteous and trustworthy.
- act as a peacemaker and keeper of the truth.
- earn the respect of adults and peers by treating others with dignity.

Safe students:
- demonstrate self-control and good health and safety practices both in the classroom and on the schoolyard.
- know and obey school safety practices and emergency procedures.

Caring students:
- show consideration for the feelings and needs of others.
- perform acts of kindness and show empathy to those in need of help.
- offer to help solve conflicts in positive ways.

Tolerant students
- show appreciation for individual differences by cooperating on tasks and accepting the ideas of others.
- demonstrate patience with self and others when working on difficult tasks or in small groups.
- collaborate with others, showing appreciation for the contributions of peers.
- see the good in everyone.
MLC’s five standards are reinforced through MLC’s commitment to Positive Behavior Practices. The premise behind these practices, is rewarding students for positive behavior while providing appropriate consequences for negative behavior. The emphasis is placed on teaching students how to behave positively and how to replace negative behavior with positive behavior. PBP takes the view that all children (and adults) are motivated to behave in a positive way because it feels good when we do so and it is rewarding to us. At MLC, we do not assume that all students know how to behave in a positive way and we recognize that negative behaviors are often a result of needs not being met. We aim to work with our students to meet their needs and reinforce positive behaviors. Part of this practice is a positive reward system in the classroom, on the yard, and school-wide. Students learn and experience both the consequences for negative behavior AND the reward for positive behavior. Research shows us that the repetition of rewards for positive behavior will quickly replace the occurrence of negative behaviors.

**School-wide Reward System**
School-wide rewards are earned by students who demonstrate behaviors associated with the MLC Behavior Standards. Posters with the MLC High Five are displayed in classrooms as well as common areas such as bathrooms, library, media lab, lunch area, playground, etc. Each finger on the high five is labeled with one of the five MLC standards along with a short phrase describing appropriate behavior for an area of campus. Classrooms develop their own High Five Charts each school year and include the input of students.

All staff reward students for demonstrating MLC’s five behavior standards by filling out a Behavior Ticket. Monthly drawings are conducted during school assemblies to showcase and reward students. Similar activities are conducted in individual classrooms.

**Tiered Interventions**
MLC’s Tiered Intervention Chart below describes the types of interventions enforced by classroom teachers and administration. These interventions do not include suspension or expulsion.

<table>
<thead>
<tr>
<th>Teacher Intervention:</th>
<th>Interventions Options</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing rocks during recess</td>
<td>Counsel student privately</td>
<td>Positive Reinforcement</td>
</tr>
<tr>
<td>No homework completion/incomplete assignments</td>
<td>Change seating arrangement</td>
<td>Daily/weekly monitoring</td>
</tr>
<tr>
<td>Off-task (out of assigned area, out of seat)</td>
<td>Call parent to inform of behavior</td>
<td>Feedback with student/parent</td>
</tr>
<tr>
<td>Classroom behavior that interferes with the learning of others</td>
<td>Set-up parent conference</td>
<td>Establish a good rapport with student</td>
</tr>
<tr>
<td>Unsafe/rough play (to include play fighting)</td>
<td>Behavior/academic contract</td>
<td>Communicate with parents and inform them of both positive and negative behaviors</td>
</tr>
<tr>
<td>Spitting</td>
<td>Invite the parent to class to observe or support student behavior</td>
<td>Review behavior/academic contract regularly</td>
</tr>
<tr>
<td></td>
<td>Verbal reminder/prompt/redirect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Send to “buddy/partner” teacher</td>
<td></td>
</tr>
<tr>
<td>Reason for Intervention</td>
<td>Intervention Option</td>
<td>Follow-up</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Referrals from the teacher and/or chronic problems</td>
<td>Counsel student privately</td>
<td>Weekly check-in with teacher &amp; student</td>
</tr>
<tr>
<td>Patterns of underachievement</td>
<td>Call parent</td>
<td>Meet with parent &amp; teacher</td>
</tr>
<tr>
<td>Possible learning problems</td>
<td>Set-up parent conference with teacher</td>
<td>Conduct classroom visits/observations</td>
</tr>
<tr>
<td>Personal health related issues</td>
<td>Daily attendance checks</td>
<td>Positive Reinforcement</td>
</tr>
<tr>
<td>Patterns of poor attendance/tardiness</td>
<td>Place on academic/behavior/attendance contract</td>
<td>Consult with administrative team</td>
</tr>
<tr>
<td>Not following classroom rules/expectations despite interventions</td>
<td>Weekly progress report check-in</td>
<td>Log incidents and interventions in PowerSchool</td>
</tr>
<tr>
<td>Significant defiance and/or disrespect</td>
<td>Assign MLC overtime for missed instruction in middle school.</td>
<td>Provide professional development and coaching for teachers in need of support.</td>
</tr>
<tr>
<td>Repeated use of electronic device</td>
<td>Consider SST if issues interfere with learning</td>
<td>Consult with IABA on high profile or challenging cases.</td>
</tr>
<tr>
<td>Excessive disruption of classroom</td>
<td>SPED team review</td>
<td></td>
</tr>
<tr>
<td>Social/Emotional Outburst</td>
<td>Loss of Privileges</td>
<td></td>
</tr>
<tr>
<td>Fighting – physical or verbal</td>
<td>Create Action Plan</td>
<td></td>
</tr>
</tbody>
</table>
Alternatives to Suspension
Suspension and expulsion are extremely rare occurrences at MLC because student needs are met before they exhibit extreme behaviors warranting suspension or leading to expulsion. Student discipline is considered on a case-by-case basis taking student history into account. When students demonstrate extreme or repeated behaviors such as disrespecting a teacher, staff member, or student, using mild physical force, demonstrating defiance, bringing cigarettes to school, etc., they are not suspended from school. Students are questioned by administration and teachers and led to discover the reasons for their behavior and ways to change the behavior. Consequences may include loss of privileges on campus, a meeting with parents, and implementation of an Action Plan for example, in addition to interventions on the chart above. The Action Plan might be an apology letter, an essay, or creating a Power Point presentation relating to the behavior or implications of the behavior. An Action Plan might be a facilitated discussion with a group of students or a grade level or a staff member to resolve differences. It might also include a campus commitment including yard clean-up or service learning with a lower grade. At MLC we have found that when students have a positive opportunity to make things “right” and to inform or help others, their behavior changes for the positive.

Professional Development
MLC staff receives Professional Development in Positive Behavior Practices from the Institute for Applied Behavior Analysis (IABA). Professional Development has included:

- Full-staff trainings in Positive Behavior Practices resulting in certification for the majority of staff in Positive Behavior Practices. Trainings have covered topics such as:
  - Basic concepts of behaviorism and positive behavior practices including the ABA approach to understanding behavior and how it is affected by the environment.
  - Implementation strategies based on the Multi-Element Model including skill-building programs and behavior reduction strategies
  - Orientation to generic supports applicable to a variety of situations
  - Data collection strategies, hands-on experience and role plays.
- Non-Violent Crisis Intervention training
- Behavior Implementation Aide (BII) training and support
- Small-group teacher sessions as needed to support teachers working with students with severe behavior needs.
- School-wide planning consultation to develop reward systems and engage parent and staff committees in supporting implementation
- Parent education on Positive Behavior Practices
- Consulting and coaching with administrative staff

Criteria for Suspension/Expulsion
MLC does not differentiate between in-school and out-of-school suspension. In-school suspension will only be used if there is no safe place for the student to go to serve their consequence. Suspension duration is typically one to two days. Parents are required to meet with the Executive Director at the time of suspension and upon returning to school unless it is in-school suspension, so that Action Plans can be developed and monitored. Often a suspended student is provided with an at-home reflection assignment that parent needs to monitor and student must submit upon returning to school or at the end of the in-school suspension period.
Students who present an immediate threat to the health and safety of others such as possession of a firearm or explosive for example, may be immediately suspended and may later be expelled by upon recommendation of the Executive Director. MLC’s policies provide all students with an opportunity for due process and conform to applicable federal law regarding students with exceptional needs.

MLC will follow the guidelines of Education Code 48915 (c) and **immediately suspend** and potentially recommend expulsion for students who commit Category 1 offences:

- possess, sell or furnish a firearm
- brandish a knife at another person
- unlawfully sell a controlled substance
- commit or attempt to commit a sexual assault or sexual battery
- possess an explosive.

Suspension **may be recommended** (Education Code 48915 (a) for the following Category 2 offences:

- causing physical injury to another person, except in self-defense
- possession of any knife, explosive, or other dangerous object of no reasonable use to pupil
- unlawful possession of any controlled substance except for first offence of no more than one ounce of marijuana
- robbery or extortion
- assault or battery upon any school employee.

The following Category 3 offenses will result in an Action Plan and possibly a suspension with the exception of offences relating to harassment and defiance, and disrupting school activity:

- Caused, attempted to cause or threatened to cause, physical injury to another person unless in the case of “caused” the injury is serious.
- First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
- Sold, furnished, or offered a substitute substance represented as a controlled substance.
- Caused or attempted to cause damage to school or private property.
- Stole or attempted to steal school or private property.
- Possessed or used tobacco. E.C. 48900(h); 48915(e)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
- Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel on the bases of race/color/national origin, disability or other factor.. E.C. 48900.4**; 48915(e)
• Engaged in sexual harassment. E.C. 48900.2**: 48915(e)
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**: 48915(e)
• Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
• Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
• Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
• Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
• Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Suspension Procedures
The Executive Director is authorized to suspend a student. Prior to suspension a student is counseled to discuss:

• The incident or behavior and the causes that led to it
• their perspective on the incident and what led them to the alleged behavior and their own ideas for appropriate consequences.
• An evaluation of the student’s adherence to the MLC Five Standards
• History of repeated behaviors and interventions
• Appropriate consequences for the action or behavior

Prior to suspension, an incident is thoroughly investigated and the student has opportunities to be heard. When suspension is deemed the appropriate consequence, the student is engaged in coming to that conclusion and the parent is called immediately to come to school. The Executive Director and other staff involved meets with parent and student regarding the incident or behavior and consequences of that behavior. The parent is provided at that moment a letter detailing the incident or behavior and terms of suspension as well as information on how to appeal the suspension should they wish to do so. The parent is also engaged in discussion of an Action Plan to accompany suspension which may include a reflection or research assignment at home during the suspension period. Upon return to school, the student and parent meet again with the Executive Director to discuss and reflect what has been learned and what will take place in the future.

If a parent or student wishes to appeal a suspension decision, they can appeal to the Disciplinary Panel which includes a teacher from K-2, a teacher from 3-5, and a teacher from 6-8 and the Director of Operations. The members are decided during the summer retreat prior to the start of the school year. Should any of these panel members appear impartial or directly related to the
incident an alternate will take their place. The Disciplinary Panel can be contacted through the Director of Operations. An appeal must be received within 7 days of the time of the Executive Director’s decision to suspend. Parent and student will be provided a time and place at MLC for this appeal hearing by the Director of Operations. An appeal can be heard within 3 working days of receipt.

The maximum number of days a student can be suspended is 2 consecutive days for any single offense and no more than 10 days in a single school year.

When a student is suspended, he or she will be provided with lessons and learning materials from their classroom teacher(s) for the duration of their suspension. In addition, there may be assignments provided as part of the Action Plan to be completed during the suspension and turned in upon return to school. Students will have opportunities to make up any missed tests.

**Expulsion Procedures**

1. Pupils recommended for expulsion by the Executive Director are entitled to a hearing before the Disciplinary Panel to determine whether the pupil should be expelled. The hearing shall be held within 30 school days after the Executive Director determines that the pupil has committed an expellable offense based on criteria described above in Category 1. MLC shall ensure the appropriate interim placement of students during and pending the completion of the student expulsion process. If the student receives or is eligible for special education, MLC shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process.

2. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing.

3. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
   a. The date and place of the expulsion hearing
   b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
   c. A copy of the disciplinary rules which relate to the alleged violation
   d. Notification of the pupil’s or parent/guardian’s obligation to provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment
   e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate
   f. The right to inspect and obtain copies of all documents to be used at the hearing
   g. The opportunity to confront and question all witnesses who testify at the hearing
   h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.
   i. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
j. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Disciplinary Panel. Copies of these sworn declarations, redacted 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-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Disciplinary Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Disciplinary Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Disciplinary Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take 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 Disciplinary Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The Director of Operations 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 hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

**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. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

**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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the MLC Disciplinary 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. Sworn declarations may be admitted as testimony from witnesses of whom the MLC Disciplinary Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
If, due to a written request by the 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 MLC Disciplinary Panel shall be in the form of written findings of fact.

If the MLC Disciplinary Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Executive Director following a decision of the Disciplinary Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) 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 the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

**Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**Right to Appeal**

Parents/Guardians (or students age 18 and over) may appeal the expulsion decision of the Disciplinary Panel by making a written request and submitting it to the MLC Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened within thirty (30) days at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Executive Director will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board’s decision to uphold the administrative panel’s decision to expel shall be final.

**Expelled Pupils/Alternative Education**
The Charter School shall work cooperatively with parents/guardians to ensure locating alternative placements during expulsion.

In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the MLC without graduation or completing the school year for any reason, the MLC 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.

**Outcome Data**
MLC shall maintain all data involving 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 MLC shall be given a rehabilitation plan upon expulsion as developed by the MLC’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. The rehabilitation plan shall include a date not later than one year from the date of expulsion when the pupil may reapply to MLC for readmission. The rehabilitation plan will be unique to the student and dependent on the cause of expulsion. The plan could include obtaining counselling or support in changing behavior and benchmark evidence of changed behaviors with proper education and support. In order to be considered for readmission 1 year after the expulsion the student must demonstrate rehabilitation if the form of changed behaviors evidenced by the administration of his or her school of attendance and evidence of having received and responded to interventions for change.

Evidence must be provided in writing and validated by adults supervising the student including administrators, teachers, counsellors, and parents. In addition, the student must submit a letter of commitment to return to the school community and behave according to school guidelines.

**Readmission**
Upon completion of the readmission process, MLC’s governing board shall readmit the pupil, unless the MLC’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.
Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

The Executive Director along with the Human Resources Manager will be responsible for ensuring that appropriate arrangements for coverage in either retirement plan have been made, as applicable. In addition, the Executive Director and Human Resources Manager will work with applicable vendors (e.g., Edtec, Hess & Associates etc.) to ensure that the following retirement program data, documentation and payments are completed and submitted according to the appropriate retirement plan and that contributions are made on behalf of all eligible employees.

Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage and MLC will contribute the employer’s portion required by STRS. Payments will be made via the Los Angeles County Office of Education (LACOE) in accordance with procedures established by STRS.

All full-time non-certificated employees are eligible to contribute to Public Employees’ Retirement System. All non-certificated employees will participate in the federal Social Security system.
Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

MLC informs parents and students of attendance alternatives in the following ways:

- High School Information Meetings providing parents with information on Magnet Programs and the Choices Application and deadlines, Charter Schools, and Open Enrollment Procedures.
- MLC informs parents of local magnet and charter school information fairs when scheduled.
- When parents are wishing to transfer from MLC, they are provided with information on how to locate their home school as well as contact information for public schools in the attendance area they are residing in or moving to.
- MLC assists families with transfer of records and completion of forms (e.g. when a student wishes to attend a gifted magnet or SAS program for example, MLC completes requested forms in a timely way per parent request).
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 Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

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

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

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Multicultural Learning Center
7510 DeSoto Avenue, Canoga Park, CA 91303

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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 5:00 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.
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.

The specific address for written notifications is as follows:
Multicultural Learning Center
c/o Executive Director
7510 DeSoto Avenue
Canoga Park, CA 91303
Element 15: Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school 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).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School 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: Charter School 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution 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 Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to
“Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELP A) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STR S), 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 Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, 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 closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to 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 student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth
the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. 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.
In the event of a school closure, the Executive Director will serve as MLC’s school closure agent.
ADDITIONAL PROVISIONS

Facilities

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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 Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  1. **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility.
Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Insurance**

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

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting
provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School 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 Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $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.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

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

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

“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).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) 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 in compliance with the requirements of the MCD and applicable timelines and 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.
Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.
Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

**LEGAL AND POLICY COMPLIANCE**

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

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter 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.

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

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

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

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

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

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

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

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, 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. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School 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. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

“The procedures that the 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**

Charter School 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 Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.
Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to
achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TII BG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TII BG 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, Charter School 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. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and 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, if and when 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
Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education 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:

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Statistical Report – monthly according to Charter School’s Calendar
r. Classification Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J.).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide
special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.
If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**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 Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

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

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

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
6) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school 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).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School 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 – Charter School 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. 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.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter 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.

15. 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.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of
education to conduct an audit of the charter school if it has reason to believe that the
classroom received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months
after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of
property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to
loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

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
money at the time of the audit will be returned to the appropriate funding source. Charter School understands and
acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned
to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be
returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required.

These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form
required. 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.

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For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. 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.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.
Charter School 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 Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. **Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.**
  
  2. **Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.**

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  1. **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  2. **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  1. **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and
Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**
**Insurance Requirements**

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

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. **Crime Insurance or Fidelity Bond** coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. **Professional Educators Errors and Omissions liability coverage** with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. **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.

11. **Employment Practices Legal Liability** coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. **Excess/umbrella insurance** with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from
Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)