Montague Charter Academy
For The Arts and Sciences
Charter Petition

Respectfully Submitted by:
MCA Stakeholders
Submitted to:
Los Angeles Unified School District
Charter School Office
333 South Beaudry Avenue
25th floor
Los Angeles, CA 90017
Diane Pritchard, Interim Director

January 25, 2012
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Section III

Letter of Intent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Innovation and Charter Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school  Montague Charter Academy for the Arts and Sciences
General location of proposed charter  13000 Montague Street, Pacoima, CA 91331
Projected Grade Levels-Year 1  K-8  Projected Grade Levels-Year 5  K-8
Projected Enrollment-Year 1  1,120  Projected Enrollment-Year 5  1,300

Lead Petitioner Information:

Name  DIANE PRITCHARD, INTERIM EXECUTIVE DIRECTOR
Address  13000 Montague Street, Pacoima, CA 91331
Phone number(s)  1-818-899-0215  Fax  1-818-834-9782
E-mail address  diane.pritchard@mao.com

Other members of the Charter Development team

Douglas Buhr
Jennifer Clark
Gerard Montero
Lily Gyorki
Shellie Blisten
Irene Server
Ken Handler
Sal Torres

Certification:

X  I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

_____ I/we have participated in the Orientation Meeting given by the LAUSD Charter School Division.

X  I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Diane Pritchard  Diane Pritchard  1/25/12
PRINT NAME  SIGNATURE  DATE

Los Angeles Unified School District Charter School Application
Revised May 3, 2011
1. Name of Organization Applying for Charter:

Montague Charter Academy for the Arts and Sciences

2. Projected Grades Served:
   
   **Year 1**: Kindergarten- 5th Grade
   
   **Year 5**: Kindergarten – 5th Grade
   
   Number of Students – Year 5: 1,200 -including leased portables on a year round schedule

<table>
<thead>
<tr>
<th>Grades</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>Kindergarten</td>
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<tr>
<td>First Grade</td>
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<tr>
<td>Second Grade</td>
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<tr>
<td>Third Grade</td>
<td>180</td>
<td>201</td>
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<td>Fourth Grade</td>
<td>180</td>
<td>180</td>
<td>201</td>
<td>200</td>
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<tr>
<td>Fifth</td>
<td>176</td>
<td>180</td>
<td>180</td>
<td>201</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1,137</td>
<td>1,161</td>
<td>1,181</td>
<td>1,201</td>
<td>1,200</td>
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Montague Charter Academy
Facilities Plan to Transition from 163 Day Calendar to 180 Day Calendar

<table>
<thead>
<tr>
<th>Year</th>
<th>Strategic Planning</th>
<th>Develop Feasibility Study</th>
<th>Community Meetings/Outreach</th>
<th>Identify Possible Funding: Parcel Tax/Bond</th>
<th>Review of Facilities Use Plan</th>
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</thead>
<tbody>
<tr>
<td>2012-2013 Year 1</td>
<td>Strategic Planning</td>
<td>Develop Feasibility Study</td>
<td>Community Meetings/Outreach</td>
<td>Identify Possible Funding: Parcel Tax/Bond</td>
<td>Review of Facilities Use Plan</td>
</tr>
<tr>
<td>2013-2014 Year 2</td>
<td>Strategic Planning Cont.</td>
<td>Organize/Identify Facilities Team</td>
<td>Facilities Use Plan</td>
<td>Continue funding search and review of funding options</td>
<td>3-Year Plan for Implementation (Financial Planning)</td>
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<tr>
<td>2014-2015 Year 3</td>
<td>Strategic Planning Cont.</td>
<td>Planning Team Prepares for Transition to 180 Days</td>
<td>Exchange Bungalows for Double-Story Buildings/Bungalows</td>
<td>Housing for Displaced Students</td>
<td>Additional Furniture, Textbooks, etc.</td>
</tr>
<tr>
<td>2015-2016 Year 4</td>
<td>Strategic Planning Cont.</td>
<td>Implementation of 180 Day Calendar</td>
<td>Assignment of Staff/Services to 180 Day Calendar</td>
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<tr>
<td>2016-2017 Year 5</td>
<td>Strategic Planning Cont.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

3. Location Address or Target Neighborhood:

13000 Montague Street, Pacoima, CA 91331

5. Facility Status/Location:

District facility is being used by the conversion Charter School

6. Prop. 39 – Application Submitted?
7. Does this location meet Board Policy/ (Low API, Overcrowded)

Yes, it is a district owned facility- MCA holds a current FUA and is currently applying for an FUA for the charter renewal period

8. Board of Directors- This board complies with section 4.10 Composition of Governing Board

Judge Irene Server, Board President
Kenneth Handler, Board Member
Peter Misseijer, Board Member
Douglas Paniagua, Board Member
Sal Torres, Board Member
Antonio Sanchez, Board Member
Douglas Buhr, Board Member
Vacant, Board Member
Vacant, Board Member

Description of Mission:

Believing that all children can learn, we will provide rigorous instruction, guidance, and encouragement to empower students to be successful individuals and contributing members of society. The programs which make up the educational experience at MCA will promote academic, physical, emotional, and social growth while preparing children for the life-long process of learning. The success of our programs requires honesty, transparency, and the joint efforts of students, faculty, staff, administration, parents, and other community members.

Description of Vision:

Montague Charter Academy Center for the Arts and Sciences will provide a safe, supportive environment that fosters curiosity, inquiry, and passion for learning. Our students will become life-long learners who pursue wisdom and personal excellence and who demonstrate understanding, empathy, and respect for all members of our community.

Source/Core of Money:

Montague Charter Academy is a direct funded charter receiving its funding from the state and the federal government. In addition, property tax funds are forwarded from LAUSD to the charter.

Has your charter applied to any other jurisdiction for approval?

No

Are there any sister charters?

No

What innovative elements of your charter could be considered “best practices’ and replicated by other schools?

- Our class size is close to 20 to 1 in grades K-3 and about 25 to 1 in grades 4-5.
- Effective budget self-management has allowed us to continue to hire teachers so that every classroom has a “highly qualified” teacher and no teaching position has been cut despite the variations in state funding.
• We have a full-time art teacher, music teacher, library teacher, science teacher, technology instructor, and physical education instructors offering, through our extended programs, standards-based instruction and enrichment to all students on all three calendar tracks.

• We have instituted the “Doing Words” intervention program in our kindergarten classes so that every student’s family members can spend up to an hour each day at the beginning of class learning developmentally appropriate reading and writing skills to practice with their child at home.

• In the 2007-2008 school year we introduced the Renaissance Accelerated Reader program to our students. We have seen marked improvement in the number of points students have earned (2008-2009: 7097 points compared to 2010-2011: 8700 points) the quality of books students have selected to read on their own (2007-2008: 158 certificates compared to 2010-2011: 607 certificates), as well as, increased comprehension levels (2007-2008: 78% compared to 2010-2011:83%).

• Through the CSRD grant we received in 2001 we incorporated the Core Knowledge Sequence into our instructional program to give definitive grade level standards, before the state did so, in science, social studies, and the arts and to build a common educational background for all of our students as we prepare them for matriculation beyond elementary school.

• We have built a community support network in our Parent Center staffed by the Parent Center Director which offers not only classes for parents and training for volunteer opportunities at MCA but also contacts with community health centers and other resources and provides valuable direct translations to our students, their parents, and other community members.

• Our library has doubled in size thanks to the Wonder of Reading grant and other community supporters and has become a community resource open before and after school, as well as during the school day, so that parents can help their children select books, complete projects, or do research under the supervision of our librarian.

• We have a dedicated staff that comes to school early, leaves late, and is often here on Saturdays planning instruction, teaching Saturday school, meeting with colleagues, or offering students small group tutoring.

• Our community has shown its support over the years through a variety of Montague beautification projects including the Secret Garden, the Circle of Pride platform, several mural projects, and other facility improvements.

• Student achievement, as measured by the state STAR assessments, has improved markedly since 1999 when our API was 444 to this year, 2010-2011, when our API is 795.

• Montague is self-governed and fiscally independent allowing for greater stakeholder input into the decision making process and the ability to design a school environment that meets the specific needs of our local community.

• Staff development is planned by the Curriculum and Instruction Committee in collaboration with the leadership team based on staff input, student assessment results, and state mandates.

• All instructional programs are also reviewed by the Curriculum and Instruction Committee with staff and parent input keyed to the specific learning styles and challenges of our students.

• Our cafeteria is currently managed by an independent food service company whose consultants assist our cafeteria staff in the preparation of at least three healthy meal choices for both breakfast and lunch, as well as, after school snacks.

• With the implementation of CSR, Montague added ten additional classrooms to enable our charter to accept all students in our attendance area.
• We have converted the space between our bungalows and the alley along the west side of our campus into a Secret Garden that students and staff use as a peaceful respite for lunch, an outdoor science instruction environment, or a small group instruction site.

• We have a kindergarten playground funded by the Kirk Douglas Foundation that continues to provide a safe and secure environment for our kindergarten students.

• We have been honored by both the state of California and the federal government in recognition of our efforts to improve our school structure and student achievement: SB 1274 (1994), Comprehensive School Reform Demonstration grant (2001), and California Distinguished School (2006)

• We have currently 8 National Board Certified teachers and 11 BCLAD teachers who provide instructional leadership, training, and other services to all staff.

• MCA’s Response to Intervention (RTI) process provides targeted assistance to struggling students. “Mustangs on the Move” occurs during the class day and provides small groups of students with direct instruction in basic reading and math skills. “Reading Stars” is a program for first graders challenged by decoding who meet daily with an adult for one-on-one reading. “After School Tutoring” is designed for small groups of students at each grade level to meet for one hour after school each day for homework assistance. “Saturday School” provides additional ESL instruction to newcomers and students with low ELD levels and offers extended instruction in other academic areas each Saturday. “Off-track Intervention” is a two week, three hour a day, program for students working below grade level in language arts and mathematics.

• “Ready, Set, Go,” “LA’s BEST,” and an after-school playground program extend the school day for students with academic and sports activities, as well as homework assistance, technology, and extended care for working parents. Ready, Set, Go is maintained with a signed agreement with Beyond the Bell. L.A.s Best is supported by a signed agreement and charter funds support our after-school playground program.
Section V

Foreword

This third Charter Renewal petition reaffirms the commitment of the Montague Charter Academy staff, students, parents and school community to continue the efforts initiated in 1996 with the approval of our original charter petition.

As Montague Charter Academy for the Arts and Sciences (MCA) moves forward in its efforts for the next five years, our vision is to continue creating a school where all participants are learners and work in partnership to create a very special place for children. Our efforts take a dedicated faculty and staff, a committed community, and outside support to help us realize our “dream school.” As we move forward in our efforts we will continue to create working partnerships with our bargaining units, the Los Angeles Unified School District, our fellow charter schools, and community organizations.

The purpose of this document is to share the accomplishments of the Montague Charter Academy for the Arts and Sciences since the last renewal in June 2007, clearly state our goals, define our curriculum model, describe the instructional programs, identify the desired academic and social outcomes anticipated for all students, and share our accountability model which clearly delineates the roles and responsibilities of each member of the Charter School community.
Section VI

DESCRIPTION OF SCHOOL

Montague Charter Academy for the Arts and Sciences is located in the northeast San Fernando Valley in the community of Pacoima. The school opened in 1954 as Montague Street Elementary, a kindergarten through sixth grade elementary school, and was built to accommodate 512 students. In subsequent years temporary bungalows were added to the school site and a year round calendar was adopted to accommodate growing enrollment.

With the passage of SB 1448 and the willingness of two other neighborhood schools to become a charter, the Montague Street community recognized the opportunity that charter status offered, and on July 1, 1996, Montague Street Elementary became the Los Angeles Unified School District’s thirteenth charter school and the one hundred fifteenth charter school in the state of California.

Since original charter approval and conversion, Montague Charter Academy for the Arts and Sciences has continued to educate a student population that is clearly reflective of the surrounding community and, following charter school law, has given enrollment priority to students living within the MCA’s former attendance area. As space has become available, students from outside the attendance area have been enrolled.

Similar to all elementary schools in the area, sixth grade students no longer attend an elementary school but have enrolled in middle school. MCA now serves students from kindergarten to fifth grade. On October 7, 2011, the student population had increased to 1,112 students (Kindergarten: 191; 1st grade: 212; 2nd grade: 176; 3rd grade: 181; 4th grade: 173; 5th grade: 179).

MCA has changed little demographically since 1996 and the ethnic composition of the school remains relatively constant: 97% Latino, 1% African-American, 1% Asian/Pacific Islander, and 1% White. Factors which are often used to identify "at risk" populations continue to describe Montague students: 61% are English language learners, 5% are Reclassified Fluent English Proficient, 100% are Economically Disadvantaged, and 8% are identified as having special needs. 5% of the students are identified Gifted and Talented. The school continues to participate in a school-wide Title I program.

Montague Charter Academy for the Arts and Sciences, one of the largest elementary public charter schools in the nation, was recognized as a California Distinguished School in 2006, and continues to be recognized as an example of a successful independent conversion public charter school. The school’s success has been acknowledged by the United States Department of Education and the U.S. Secretary of Education. Renewed by the Los Angeles Unified School District in 2002.
and again in 2007, the Charter School has consistently fulfilled, if not exceeded, the
goals and stated outcomes of the original charter petition and renewal contracts.

Charter status has provided the opportunity for all members of the school community to
participate fully in the transformation of the school. The result of this collaborative effort
has attributed towards greater accountability in every aspect of the management,
operation, and governance of the school, higher student achievement across all grade
levels, and a continuous focus on our school-wide vision.
Section VII

INTRODUCTION

Our sixteen years as a charter school have allowed us to field test a variety of instructional strategies and interventions, some proving to be more successful than others.

At this point we have learned three essential lessons:

1) A charter document must be a flexible plan so that it can simultaneously effectively respond to changes in student needs and incorporate the latest findings in educational research.

2) Montague Charter Academy for the Arts and Sciences is a unique school blending guidance and support from our sponsoring district with innovations from our sister charter schools, school reform movements, and national conferences to make a school environment that fits the specific students and community we serve.

3) “It takes a village to raise a child” can only truly happen in the educational setting when there are a series of support networks for students, teachers, and parents.

“The real act of discovery consists not in finding new lands, but in seeing with new eyes.”

--Marcel Proust

This charter document is our best projection of what we will try to accomplish over the next five years and outlines our current ideas about how we will plan to achieve our goals.

We’ve gone through this process three times before. We started as a dependent charter while maintaining our ties with the district and the unions. In 1997 we become a fiscally independent charter school to increase our decision-making power and to take full responsibility for financial and academic decisions to better meet the needs of our students and school community. The charter has been independent since 1997 and is currently in the process of acquiring a 501C status.

We adopted a standards-based reading program before the district did believing that it was the best instructional program available at the time for our student population and spent ten years adapting its components with mixed results – steady progress but not at the levels we desired our students to achieve as measured by internal and external assessment measures. So, in 2010 we researched current state approved materials and selected a language arts program which has shown to be more effective in meeting the needs of our students. We are aware, however, that the state’s adoption of national “common core” standards may lead to a different series of approved texts and we may
need to change our language arts program before the term of this five-year charter is over.

On the other hand, we adopted a state approved, standards-based math program in 1999. We have found it to be highly successful in meeting the needs of our students and its frequent revisions have kept us in line with the changing state standards. However, it too has not been able to meet the needs of all of our students and as we continue to refine our instructional program to incorporate innovative strategies and techniques we may need to change our mathematics program before the term of this five-year charter is over.

We have always been and continue to be strong supporters of arts instruction at MCA and have been able over the last sixteen years to consistently staff our art room and music room with certificated teachers. We have also focused on increasing the effectiveness of our science programs and have added a science lab teacher, a full-time library teacher, a technology instructor, and physical education instructors to our extended programs.

However, the state budgeting process continues to challenge long-term planning. As the state of California cannot guarantee us consistent funding for the next five years we cannot guarantee that all of the staff positions and programs we have planned will continue to be funded.

One of the biggest changes over the past sixteen years has been in the composition of our leadership team and our governance structure. We have tried a variety of models of instructional leadership and have adapted our team as the requirements placed on our school changed. We began as a teacher directed charter school with a large Collaborative Board (with all but five members being employees) and 7 decision-making councils (comprised of employees and community members). In this charter we are proposing a nine member Board (with only four employee members) and only four standing committees (comprised of employees and community members) that report to the Board for the final decisions.

Our sixteen years of experience as a charter school have shown us that one of the most effective freedoms given us as a charter school is the ability to quickly change programs and policies as needed. Any amendments to the charter, bylaws, or the bylaws of a “parent” non-profit corporation, that affect or impact the charter or school operations must be approved through the District’s amendment process.

“When teachers observe, examine, question, and reflect on their ideas and develop new practices that lead toward their ideals, students are alive.”

-- Roland Barth

Montague Charter Academy began as a district school in 1954 and continued as such until conversion to a charter school in 1996. So, on the outside, a casual observer may believe it looks much like a district school.
But, we are so much more:

- Our class size is close to 20 to 1 in grades K-3 and about 25 to 1 in grades 4-5.

- Effective budget self-management has allowed us to continue to hire teachers so that every classroom has a “highly qualified” teacher and no teaching position has been cut despite the variations in state funding.

- We have a full-time art teacher, music teacher, library teacher, science teacher, technology instructor, and physical education instructors offering, through our extended programs, standards-based instruction and enrichment to all students on all three calendar tracks.

- We have instituted the “Doing Words” intervention program in our kindergarten classes so that every student’s family members can spend up to an hour each day at the beginning of class learning developmentally appropriate reading and writing skills to practice with their child at home.

- We have introduced the Renaissance Accelerated Reader program to our students and have seen marked improvement in the number and quality of books children have selected to read on their own, as well as, increased comprehension levels.

- Through the CSRD grant we received in 2001 we incorporated the Core Knowledge Sequence into our instructional program to give definitive grade level standards, before the state did so, in science, social studies, and the arts and to build a common educational background for all of our students as we prepare them for matriculation beyond elementary school.

- We have built a community support network in our Parent Center staffed by the Parent Center Director which offers not only classes for parents and training for volunteer opportunities at MCA but also contacts with community health centers and other resources and provides valuable direct translations to our students, their parents, and other community members.

- Our library has doubled in size thanks to the Wonder of Reading grant and other community supporters and has become a community resource open before and after school, as well as during the school day, so that parents can help their children select books, complete projects, or do research under the supervision of our librarian.

- We have a dedicated staff that comes to school early, leaves late, and is often here on Saturdays planning instruction, teaching Saturday school, meeting with colleagues, or offering students small group tutoring.

- Our community has shown its support over the years through a variety of Montague beautification projects including the Secret Garden, the Circle of Pride platform, several mural projects, and other facility improvements.
• Student achievement, as measured by the state STAR assessments, has improved markedly since 1999 when our API was 444 to this year, 2010-2011, when our API is 795.

• Montague is self-governed and fiscally independent allowing for greater stakeholder input into the decision making process and the ability to design a school environment that meets the specific needs of our local community.

• Staff development is planned by the Curriculum and Instruction Committee in collaboration with the leadership team based on staff input, student assessment results, and state mandates.

• All instructional programs are also reviewed by the Curriculum and Instruction Committee with staff and parent input keyed to the specific learning styles and challenges of our students.

• Our cafeteria is currently managed by an independent food service company whose consultants assist our cafeteria staff in the preparation of at least three healthy meal choices for both breakfast and lunch, as well as, after school snacks.

• Students in special education classes are fully integrated into all instructional components, student activities and extended programs. Montague Charter is fully handicapped accessible.

• We are one of the last of the year round elementary schools in LAUSD’s jurisdiction even after we added ten additional classrooms so that we could accept all of the students in our attendance zone and not have to force them to be bused to a different campus.

• We have converted the space between our bungalows and the alley along the west side of our campus into a Secret Garden that students and staff use as a peaceful respite for lunch, an outdoor science instruction environment, or a small group instruction site.

• We have a kindergarten playground funded by the Kirk Douglas Foundation that continues to provide a safe and secure environment for our kindergarten students.

• We have been honored by both the state of California and the federal government in recognition of our efforts to improve our school structure and student achievement: SB 1274 (1994), Comprehensive School Reform Demonstration grant (2001), and California Distinguished School (2006)

• We have currently 8 National Board Certified teachers and 11 BCLAD teachers who provide instructional leadership, training, and other services to all staff.

“Alone we can do so little,
together we can do so much.”
- Helen Keller
Over the past sixteen years we have restructured, amended, and refined our support networks in our MCA “village”.

For our students our current support network includes:

- Instructional materials matched to state standards and lessons which incorporate strategies to meet the needs of English Language Learners, GATE/HA students, and Special Education students.
- Teachers delivering classroom instruction of standards-based lessons through differentiated instruction, small group meetings, and student-centered learning.
- Instructional Assistants providing both language and academic support in every classroom for at least two hours each day.
- The “Doing Words” intervention program in kindergarten classrooms allows parents to collaborate with classroom teachers so that their children receive one-to-one instruction for one hour each morning in decoding, reading, and writing skills. These effective learning strategies can also then be reinforced at home.
- Our extended programs, funded by charter funds (with the exception of the library position, which is funded by Title I), include art, music, library, and science, which are taught by credentialed specialists, and computer lab and physical education, where students are taught by curricular instructors. The extended programs provide students with a content and standards rich curriculum.
- MCA’s Response to Intervention (RTI) process provides targeted assistance to struggling students. “Mustangs on the Move” occurs during the class day and provides small groups of students with direct instruction in basic reading and math skills. “Reading Stars” is a program for first graders challenged by decoding who meet daily with an adult for one-on-one reading. “After School Tutoring” is designed for small groups of students at each grade level to meet for one hour after school each day for homework assistance. “Saturday School” provides additional ESL instruction to newcomers and students with low ELD levels and offers extended instruction in other academic areas each Saturday. “Off-track Intervention” is a two week, three hour a day, program for students working below grade level in language arts and mathematics.
- “Ready, Set, Go,” “LA’s BEST,” and “Youth Services” are extended programs in that offer before school and after school homework assistance, activities, sports, and nutritional snacks. L.A.s Best is funded by the city of Los Angeles, “Ready, Set, Go” is funded by the Beyond the Bell program and Youth Services is funded by charter funds.

For our staff our current support network includes:

- An evaluation model that focuses on guidance, assistance, and support for all employees to enable them to be at their most effective and productive level
• Instructional and Intervention Coordinators who assist students, employees, and parents to design programs that meet the needs of our students

• Eight National Board teachers who provide both a one-to-one resource for staff members, as well as staff development and parent workshops

• Eleven Bilingual, Cross-cultural, Language and Academic Development (BCLAD) teachers who are proficient in communicating in a second language, addressing multicultural issues in education, and incorporating second language methodologies in instruction and who provide effective models of open communication and cross-cultural understanding with our English Learner student population and their families

• A comprehensive individualized staff development program that helps employees set learning goals and provides opportunities for staff members to share their talents

• We have funded a conference attendance program that grants staff the opportunity to meet with colleagues with state and national expertise and to bring back what they have learned to share with other staff members

• Weekly grade level team meetings allow for colleagues to share successes and discuss and plan effective instructional units. Weekly employee staff meetings with administrators allow for open discussion of concerns and transparent communication

• MCA’s network of extended instructional programs and employee mentoring provide for individualized staff development

• All employees are invited to participate and be members of one of the four Board Committees (Curriculum and Instruction, Budget, Personnel, and Community Relations)

For our parents and community members our current support network includes:

☐ A variety of Parent Center programs, organized by the Parent Center Director, based on parent and community need

☐ A bi-weekly “Muffins for Moms and Donuts for Dads” open meeting for parents and community members with the Executive Director providing an opportunity for sharing current activities at MCA and addressing immediate concerns

☐ All parents and community members are invited to participate and be members of one of the four Board Committees (Curriculum and Instruction, Budget, Personnel, and Community Relations) that guide the Board in developing policies that support MCA’s mission

☐ CEAC and ELAC committee members meet monthly with the Community Relations Committee to provide guidance (based on current assessment data) on directing
funding and other support for programs targeted for specific student populations
at MCA

☐ All community members are invited to meet regularly to plan and assist in our
School Beautification Program

☐ All community members are invited to attend monthly Community Meetings at MCA
which have included a meeting of the Community Watch Program initiated by our
local police department and other meetings with community political
representatives

☐ Twice a year Report Card Conferences allow parents to meet with their children’s
teachers and to discuss their children’s academic achievement and social
behavior

☐ Organized through the Parent Center, a team of classroom volunteers works daily
in classrooms, the library, and on the yard

☐ Student of the Month assemblies honor students (and their parent supporters) for
their reading achievements, attendance, and outstanding leadership.

☐ Monthly Newsletters sent to community members and parents highlight both
school-wide and grade level activities

☐ The “Ready, Set, Go Program,” “LA’s BEST,” and “Youth Services” allow parents
with extended work hours to know that their children can receive free supervision
and guidance from 6 AM to 6 PM daily

☐ The “Doing Words” intervention program in kindergarten classrooms allows parents
to collaborate with classroom teachers so that their children receive one-to-one
instruction for one hour each morning in decoding, reading, and writing skills.
These effective learning strategies can also then be reinforced at home

☐ Montague’s annual Fiesta in September is a yearly community gathering of food,
art, activities, and cultural sharing supported by the staff, PTA, and members of
the Community Relations Committee
Section VIII

A TYPICAL DAY

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

MCA’s faculty includes 64 certificated staff members: 55 regular classroom teachers and 4 extended program teachers (eight of whom are National Board Certified and eleven of whom are BCLAD authorized), two coordinators, and three administrators. Additional LAUSD funded faculty include: one special day class teacher, one resource specialist teacher, a school psychologist, a speech and language therapist, an itinerant deaf-and-hard of hearing teacher, one occupational therapist and one physical therapist, and an adaptive P.E. teacher. All faculty members are credentialed as per current law and are “highly qualified” as per the requirements of No Child Left Behind.

Other instructional support employees include the paraprofessional staff: forty-one teacher assistants (30 of whom are bilingual) who work directly with students in classrooms and supervise students during recess and lunch. Selected paraprofessionals, working under the supervision of the Instructional Coordinator, coordinate and implement a psychomotor program planned in collaboration with the classroom teachers aligned with state physical education and national health fitness standards. Other selected paraprofessionals under the supervision of the Intervention Coordinator coordinate and implement directed intervention programs for targeted students. There are also four district funded paraprofessionals: four special education assistants (one resource specialist assistant, two one-to-one assistants, and one special day class assistant),

Additional employees include the Parent Center Director, Library Technician, one Computer Technologist and a technology assistant, office personnel (one Administrative Assistant, five office technicians, Nurse’s Aide, and Attendance Officer), maintenance staff (one lead custodian, and 8 custodians), Cafeteria Supervisor and five cafeteria workers, one campus security aide, CALPADS Clerk, 14 yard supervisors, and 2 After school Playground assistants.

5:00 a.m. Night Security prepares to leave, returning campus security to the appropriate school staff as they arrive.

6:00 a.m. The Plant Manager and the Cafeteria Supervisor arrive.

The first cafeteria worker arrives to assist with breakfast.
The Plant Manager is the first to arrive on campus. The manager receives a report from night security; unlocks the auditorium for the “Ready, Set, Go” staff and students; and then checks the campus for any immediate housekeeping or safety needs. Custodial tasks are addressed prior to the arrival of staff and students.

The Cafeteria Supervisor and staff begin preparing breakfast for the 800+ students who eat breakfast daily and benefit from the Federal breakfast and lunch programs. The supervisor checks on the daily delivery of fresh milk, fruits, and vegetables and insures that all students receive a nutritious meal for breakfast and lunch. The supervisor also begins preparing for the needs of the staff and parents (coffee, breakfast, snacks, and lunch).

Our auditorium doors open at 6:00 a.m. for student drop-off. The “Ready, Set, Go” program is supported by a written agreement with Beyond the Bell. The program consists of three structured components. The first part is for homework where students can finish any missing assignments. After checking homework the students can then play educational games, which encourage higher level thinking skills. The second activity allows students to eat breakfast prepared by the cafeteria. Finally, students can go to the playground and engage in outdoor exercise activities prior to the beginning of the school day.

The Daytime custodial team checks the perimeter of the school and makes sure the early drop-offs for “Ready, Set, Go” remain with their supervision team. Parents and students are well aware of how the school accommodates their busy schedules. At 6:30 a.m., a Montague team member places traffic cones on Amboy Street in the area designated and approved by the Los Angeles Police Department’s Traffic Division for the “Montague Valet.” Several members of the staff, including administration and the Parent Center Director, received specific training for conducting an orderly and safe drop-off of students. Throughout the day, administrators are visible to students and staff and assist with school wide supervision to ensure a safe and secure campus where teachers and students can succeed with educational goals.

6:15 a.m. Custodian Arrives

The school’s voice mail system is checked and messages from the night before are relayed to the appropriate personnel. Preparations are made for substitutes. A substitute seniority list calling for substitute coverage is used. Flags are raised and the grounds and lunch pavilion are checked and cleaned, as needed, preparing for the arrival of students. The auditorium will be cleaned again after the “Ready, Set, Go” Program dismisses to breakfast.

The administrators and teachers are available for conferences as early as 6:30 a.m. and as late as 8 p.m., if requested and scheduled in advance, in order to accommodate parents’ work schedules. The administrators meet with staff, parents and/or community members throughout the day for both scheduled and unscheduled conferences.

A teacher’s workday officially begins at 7:32 a.m., but many arrive much earlier. Student hours are 7:45 a.m. to 2:35 p.m. The administrators’ hours are 7:30 a.m. to
4:30 p.m. Many dedicated staff members are on campus well beyond their scheduled hours.

7:00 a.m. Campus Custodial Team, (Charter School Security on Weekends), Second Office Technician, Additional Cafeteria Workers and Supervision Aides arrive to oversee breakfast service and supervise breakfast.

7:10 a.m. The cafeteria is now opened and students from the “Ready, Set, Go” Program are dismissed to breakfast and are joined by early arriving students for a morning selection of three breakfast choices as described on the monthly menu calendars.

Montague has elected to operate its own food services program to ensure that students receive a nutritiously well-balanced meal as well as have the opportunity to individually select items for their meal. Often, a specialty will be prepared like the “Breakfast Muffin Pizza,” a prize-winning selection from our student “cook-off” contest.

This morning, the Curriculum Committee has posted its agenda for a meeting to discuss the latest student data from our new Reading and Language Arts Program, Excursions. The Curriculum Coordinator presents the data and opens the meeting to a discussion of the implications for instructional changes and possible next steps. The teachers and community members of the committee participate in a critical dialogue, sharing strategies for continued implementation of differentiated instructional practices to improve student achievement and success.

There are four Board committees at MCA that meet twice a month at regularly scheduled meetings. There may also be special meetings that each individual committee may determine it needs to convene. The committees are: Curriculum and Assessment, Budget, Personnel, and Community Relations. All full-time staff serves on a Committee and must attend as a condition of employment at MCA.

Throughout the day, the support staff: a psychologist, language and speech pathologist, and resource specialist teacher is available to assist students and staff members as needed.

The Wonder of Reading Library is a beautiful retreat for readers of all ages. Through fundraising efforts and the support of community partners such as “Book Endz,” the library is proud to offer a variety of Newberry and Caldecott Award winning books to our voracious young readers. Montague has a full-time certificated teacher in our library who plans standards based lessons for each grade level’s curriculum. The library technician, who is bilingual, helps parents fill out library permission slips and answers any questions they may ask in Spanish or English. The technician also helps students with reports and research. Small groups of students have access to several computers in the library to take Accelerated Reader quizzes in addition to those available in the computer lab. The library also serves as a Theater Center for rehearsals and Readers’ Theater presentations. The library is open for the community and parents before and after school as a place where they can work with children sharing and exploring stories ranging from beautiful picture books to current chapter book favorites.
Supervision Aides Arrive

All Teachers Arrive

Administrative Team On Grounds for Supervision

Montague administrators are out and about the school throughout the day providing additional supervision and enhancing campus security. Families are greeted at arrival and dismissal time. Parents have remarked that this lets them know they are welcomed and that their children will be in “good hands.” Montague Charter Academy is proud to be able to continue to offer extended programs of music, art, technology, science, physical education, and library skills. A Computer Technologist and Technology Assistant run the Technology Lab. Certificated personnel teach in Montague’s Music, Art, Science, and Library Programs.

Breakfast Service Ends And Cafeteria Doors Close

Morning Committee Meetings End

Warning Bell rings for the Start of the School Day

Gates are Locked and the School is Secured

“Doing Words” Parents to Kindergarten Classrooms

Students line up at a specific place on the yard, which is clearly marked with their room numbers. This designated, classroom assigned area is also where students would line-up in the event of an emergency. Continuous practices and drills (fire, earthquake, evacuations, etc.) have helped the students to know where to go in case of such an event.

Teachers greet their students on the yard at their designated line-up area. Students are picked up each morning, after recess, and after lunch from the same line-up area and are accompanied to the classroom by their teachers. Administrators check the grounds to insure that all students are in classes and accounted for and that all classrooms are covered by a certificated teacher.

Kindergarten Parents participate in the “Doing Words” intervention program assisting their children in this early literacy program on a daily basis. This program is unique to Montague and has been highly successful in promoting home-school partnerships and encouraging young learners. Parents also gain skills indirectly, thus, feel more confident in being able to provide guidance and respond to their children’s questions regarding developing literacy skills and homework.

Supply Room Clerk Arrives

Nurse Arrives, Three Days Per Week

The Supply Room is stocked with materials and supplies needed by classroom teachers (paper, pencils, dry erase markers, post-its, pens, felt, glue sticks, rulers, etc.). Many items necessary to run an effective instructional program are available. The room is
inventoried and re-stocked regularly by the supply clerk. A book binding machine, paper cutters, and laminating and copy machines are available for staff use as well. An additional part-time clerk laminates and makes copies for teachers daily and ensures that the copying machines receive regular maintenance.

The school nurse is an important and critical member of the Montague family. As a health care professional, our nurse provides community access for families, guidance and training for school staff, and is always “on-call” for our high-risk students needing their asthma inhalers or other medical attention. The nurse conducts the mandated vision screening, “whisper” hearing tests, and provides the health assessments mandated for Initial and Triennial IEP’s. The nurse is an integral member of the IEP Team answering questions and offering assistance regarding health and wellness. The nurse is the school’s liaison to the students’ medical providers, obtaining parental releases for information to provide to the IEP or SST team or teachers and administrators so they can provide effective student support.

8:00 a.m. – 9:00 a.m.  Grade Level Team Meetings Take Place on

9:00 a.m. – 10:00 a.m.  Wednesdays, Thursdays, and Fridays

Strategic Planning and Assessment Release Time for Grade Level Teams is coupled with the structured Physical Education Psychomotor Program for students. Weekly “Team Meetings” allow for professional growth and development at each grade level. These meetings are led by peer-selected “Lead Teachers” who are responsible for preparing agendas, facilitating the weekly meetings, and representing their team’s voice at Curriculum Committee meetings and Lead Teacher Meetings with the Leadership Team. At the meetings, teachers share strategies for student success and achievement. Data analysis, state standards review and implementation, and the pacing and monitoring of instruction in core subjects are the some of the topics that can be found on team agendas. The team may request a meeting with the instructional coordinator and the Team Meeting time allows for this dialogue. Special Day Class Teachers participate at their respective grade levels thus allowing for positive interaction and smooth transitions for aligning with General Education Teachers for mainstreaming placements.

This morning the 4th grade team meets at 8:00 a.m. and the 1st grade team will meet at 9:00 a.m. A 4th grade team lead has prepared the agenda in advance. A copy of it reads:

- Excursions – Results/Implications of Bi-Weekly Assessments
- Charter Rewrite – 4th Grade Standards Input (from Curriculum)
- 20 essential outcomes for language arts and math and rubric assessment– Review and Discuss Topics from Tuesday’s Professional Development
- Data disaggregation
- Science Pacing Plans – Finalize Content
Data analysis is used to show that all groups of students are expected to meet grade level standards. By reviewing and monitoring student progress objectively at team meetings, areas indicating needed support can be targeted and addressed to support student achievement. Teachers share strategies, make adjustments to their instructional delivery, and arrange time to observe each other teach – some of the most highly effective strategies to improve the teaching practice.

8:00 a.m. Attendance Has Been Taken and Cards Taken to Office

Paraprofessionals, Computer Technologist, and Parent Center Director Arrive

All Extended Program Teachers and Instructors Begin Standards-Based Lessons for Grade Levels

Words of Wisdom and Music of the Day

Students who arrive to school after the tardy (7:50 AM) bell has rung must enter the school through the main office. A “tardy slip” is issued documenting the reasons for late arrival. After all students have been checked in, the Attendance Clerk begins calling parents of absent students.

The Executive Director greets the students over the intercom system daily, noting those with birthdays, and offering words of wisdom and ending with “Make it a Great Day or not. The choice is yours.” This is followed by a short musical selection selected by the music teacher with the purpose of helping students develop music appreciation skills.

The School Psychologist, Language and Speech Pathologist, and other Designated Service Providers arrive on their assigned days to begin working with students on their respective caseloads and/or conducting informal screenings or formal assessments.

The Resource Specialist Teacher begins the daily Resource Program following a schedule that accommodates all three calendar tracks. Montague implements both the Collaborative and Targeted Instruction Models to best meet the needs of the students. In the Collaborative Model, the Resource Teacher goes into the General Education classroom to assist and support the student in accessing the General Education curriculum by implementing the student’s IEP goals or co-teaching with the teacher to differentiate instruction, providing strategies to enhance learning for all students. During the Targeted Instruction period the students receive direct instruction from the resource teacher in the resource room per their individual IEP.

Today is also Student Study Team (SST) meeting day. A teacher is seeking additional support for a student. The Referral Process has begun. The teacher filled out the “Blue Intervention Slip” Referral form with information to be considered by the Screening Team as the first step in the Response to Intervention. At the SST meeting, the team members may include: the teacher, administrator, coordinator, parent, nurse, Resource Teacher, Parent Center Director, psychologist, language and speech pathologist or other personnel or family members who would have information relevant to the student’s needs for academic success.
The Technology Instructor opens the computer lab. The lessons prepared are standards-based, grade level appropriate and planned in conjunction with the grade level teams. The classroom teacher is present and may co-teach the lesson. The Computer Technologist or Technology Assistant also provides assistance school-wide to “trouble shoot” tech problems. Additionally, their expertise is depended upon for determining infrastructure needs in the school.

The paraprofessionals work in classrooms, supporting the instructional program under the supervision of the classroom teacher.

Language Arts instruction begins in most classrooms (some teachers begin the day with mathematics). Montague teachers carefully plan their lessons and daily objectives. This is the second year of the implementation of the new reading program, Excursions.

The teachers selected Excursions, after careful consideration of other programs, as the best resource available to meet the needs of all of Montague’s students. Teachers have studied and discussed these lessons at previous team meetings and continue to identify effective teaching practices that employ successful strategies (Total Physical Response (TPR), pre-teach and re-teach, facilitating making connections in language and cultural experiences, pictures, realia, using graphic organizers (Thinking Maps)). The students love learning to read and playing with language. Excursions is proving to be popular with teachers, students, and parents. Excursions is yielding positive achievement results as seen from student assessments, student interest and engagement in learning, and in teachers’ enthusiastic delivery of instruction.

8:00 a.m. to 2:30 p.m. “Mustangs on the Move” (Instructors work staggered hours that vary depending on teacher needs)

“Mustangs on the Move” occurs during the class day and provides small groups of students with direct instruction in basic reading and math skills.

8:30 a.m. E.S.L. Class for Parents and Community Members Begins in the Parent Center

Chief Financial Officer Arrives on Campus on Wednesdays

“Reading Stars” begins

Parents and community members who wish to enhance their English skills participate in an on-site adult E.S.L. class organized and staffed by Kennedy Adult School. Enrollment takes place on a walk-in basis to the class to make the process as friendly as possible in order to encourage greater community participation. The class is offered during the day as an accommodation to parents who can take advantage of the time when their children are in school.

The Parent Center also offers various workshops that teach parents about standards and classroom expectations and provide leadership training. The Parent Center Director uses her/his bilingual skills to reach out to our parents through direct contact, word-of-mouth, and published monthly newsletters to encourage them to take advantage of these educational opportunities and works with different community
organizations to schedule classes and workshops of interest to our families. The
director also assists with fundraising efforts on behalf of the school.

Montague has retained the services of “Charterworks,” an accountant firm, to work with
the school. Currently, the CEO of Charterworks is Montague’s Fiscal Specialist.
Invoices are reviewed with the Director, Administrative Assistant, and the Budget
Committee. Warrants are requested from the Los Angeles County Office of Education.
Cash flow is reviewed to insure adequate funds at all times. Any outstanding issues
and concerns are discussed and resolved.

“Reading Stars” is an intervention program for first graders challenged by decoding
who meet daily with an adult for one-on-one reading.

9:45 a.m. First Recess

Kindergarten and 1st Grade students are supervised by paraprofessionals at assigned
areas. Equipment is marked for each class and selected ball monitors from each room
pick up equipment.

Remaining Cafeteria Workers arrive to prepare lunch.

10:05 a.m. Bell Rings for End of First Recess

Students line up at assigned areas and teachers pick up their students. Instruction in
Language Arts continues, to be followed by instruction in mathematics. Classes
participate in science lab, art, music, or library instruction depending on their schedules.

10:10 a.m. Second Recess

Second and Third Grade Classes follow the same procedures as first recess.

10:30 a.m. End of Second Recess

Teachers pick up classes and instruction continues with mathematics.

10:35 a.m. Third Recess

Fourth and Fifth Grade Classes follow the same procedures as first recess.

10:55 a.m. End of Third Recess

Teachers pick up classes and instruction continues with mathematics.

11:15 – 11:45 a.m. Lunch for Kindergarten

There are Three Choices for Lunch.

Supervision Personnel and Administration Supervise Lunch
Area and Playground For All Three Lunches

11:45 – 12:15 p.m. Lunch for Grades 1

12:15 – 12:45 p.m. Lunch for Grades 2 and 3
12:45 – 1:15 p.m. Lunch for Grades 4 and 5

Teachers pick up students and return to their classrooms to work on history/social science/Core Knowledge curriculum (or work with the science, art, music, technology or library extended programs, depending on their schedules).

1:30 p.m. Full time Music, Art, Science, and Library Teachers Have Scheduled Classes for All Students and Teach Grade Level Standards in Their Content Area

2:35 p.m. Teachers Walk Students Out of Classrooms for Dismissal

Students in L.A.’s BEST Sign-In With the L.A.’s BEST Personnel

Kindergarten Teachers Accompany Students to L.A.’s BEST

Youth Services Program Begins

Administrative Team on Grounds for Supervision

2:45 p.m. Homework Clubs Run by Teachers Begin

Tuesday Banked Time Alternates Staff Development, Grade Level Team Meetings, and Track Meetings

Staff development training is differentiated and based on student data analysis, grade level team meeting requests, administrator suggestions, and staff meeting requests. These are scheduled for Tuesday afternoons. Students who remain for after school programs, go to designated meeting areas.

• L.A.’s BEST students assemble on the yard and sign-in with instructors and remain with their “club,” which is their group, for homework, snack and activities.

• Students begin homework.

• Students attending Youth Services (YS) Program sign in with supervisors near Amboy gate. They are supervised while participating in games or doing homework.

4:30 p.m. Youth Services Program Ends

6:00 p.m. L.A.’s BEST Program Ends – Parents Sign Students Out

Most staff members have departed for the day unless parents have requested a late conference or they are finishing a committee meeting or parent informational meeting that has been scheduled for the community. Custodial staff and security check all classrooms, offices, and gates.

8:00 p.m. Campus is Secured and Custodians Set Alarm and Leave

9:00 p.m. Night Security Arrives – Campus is Walked Through Again
Section IX

ASSESSMENT DATA & INSTRUCTIONAL DATA

LANGUAGE ARTS (Excursions) DATA

MCA began a new state adopted, standards based language arts program in the 2009-2010 school year specifically designed to meet the needs of English Language Learners. Program embedded assessment data is collected in several categories (Our targeted categories are: comprehension, vocabulary, and usage/conventions) at the conclusion of each of the six themes in one year of instruction. Each teacher team analyzes student achievement on a weekly basis and formally assesses progress on the biweekly assessments. Theme tests are given after five to six weeks of instruction.

A comparison of the initial and midyear theme assessment targeted category data from 2010 is charted below. Although both students and teachers were new to the sequential instructional program that builds on the previous years’ content increased student achievement in the targeted categories is evident across all grade levels.

[Chart showing Excursions: Comprehension Comparison 2010-2011 to 2011-2012. Percent of Students Meeting Benchmark (70% Correct).]

- Second Grade: 28% in 2010-11 vs. 34% in 2011-12
- Third Grade: 29% in 2010-11 vs. 46% in 2011-12
- Fourth Grade: 65% in 2010-11 vs. 49% in 2011-12
- Fifth Grade: 32% in 2010-11 vs. 49% in 2011-12
Notes: The comprehension assessment is tied to specific comprehension skills and strategies taught in each theme. The vocabulary assessment is tied to specific words introduced in the theme. Vocabulary is introduced and reinforced through a variety of
instructional activities based on the work of Isabel Beck. The usage/conventions assessment is tied to specific skills introduced in the theme.

The impact of the initial year of the new language arts program on student achievement on the CST is illustrated on the charts below which measure student progress on the five components of the language arts score.

When comparing 2008 and 2011 cluster scores on the CST, the second grade students showed growth in all areas with significant increases in Reading Comprehension (15%), Literary Analysis (16%), and Writing Strategies (17%).

**Comparative 2008-2011 CST ELA Reporting Cluster Scores for All 2nd Grade Students**

When comparing 2008 and 2011 cluster scores on the CST, the third grade students showed growth in four of the five areas with a significant increase in Literary Analysis (10%). The 4% decrease in Written Conventions is actually a 7% increase over the 2010 score (which is attributed to the new language arts program).

**Comparative 2008-2011 CST ELA Reporting Cluster Scores for All 3rd Grade Students**
When comparing 2008 and 2011 cluster scores on the CST, the fourth grade students showed growth in four of the five areas with a significant increase in Reading Comprehension (9%). The 1% decrease in Literary Analysis is actually a 5% increase over the 2010 score (which is attributed to the new language arts program).

**Comparative 2008-2011 CST ELA Reporting Cluster Scores for All 4th Grade Students**

When comparing 2008 and 2011 cluster scores on the CST, the fifth grade students showed growth in all five areas with a significant increase in Reading Comprehension (15%), Literary Analysis (16%), and Writing Strategies (17%).

**Comparative 2008-2011 CST ELA Reporting Cluster Scores for All 5th Grade Students**
When comparing the mean percent of all students at MCA who are proficient/advanced on the English Language Arts section of the CST for the years 2010 and 2011 (see chart below) MCA students are rapidly approaching the levels of LAUSD students and have show a significant growth of 13% in one school year. We attribute this growth due to the rigor and extensive support in *Excursions*, our newly adopted language arts program.

**MCA 2010 & 2011 CST Comparative Scores for All Students – English Language Arts (CA, LAUSD, MCA)**

MATHEMATICS (Saxon) DATA

MCA has used the Saxon math program since 1999 and is currently using the state approved 2008 edition which is aligned to state standards. Saxon has a spiraling curriculum and program embedded assessments cover a sampling of material that has been taught since the beginning of the instructional school year. Saxon is a language rich math program which provides daily opportunities for students to use manipulatives and realia as they apply structured strategies to solve real world math problems.
As the chart below indicates, 81% or more of the students at each grade level met the benchmark of 70% correct on the mid-year assessment given in 2010.

![Saxon Math Mid-Year Report 2010-2011](chart)

When comparing 2008 and 2011 cluster scores on the CST, the fifth grade students showed growth in all of the five areas with significant increases in Algebra, Functions (9%), Measurement, Geometry (14%), and Statistics, Data analysis, Probability (8%).

Comparative 2008-2011 CST Math Reporting Cluster Scores for All 5th Grade Students

When comparing the mean percent of all students at MCA who are proficient/advanced on the Mathematics section of the CST for the years 2010 and 2011 (see chart below) MCA students are roughly equal to the levels of LAUSD students and are approaching the levels of students throughout the state. We recognize that a significant percent
(39%) of our students are still struggling to reach the proficient level and have initiated a series of interventions to assist these students.

**CELDT TESTING**

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

The charter school will notify parents of its responsibility for CELDT testing and of the CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Results of the 2010 CELDT assessment indicate that the percent of MCA students who meet benchmark is equal to or higher than the state of California in all grades tested. When compared to LAUSD students the percent of MCA first grade students meeting benchmark is 10% lower than LAUSD. However, in grades second through MCA students outperform those of LAUSD: second (3%), third (5%), fourth (26%), and fifth (25%). Since the test is given in the first thirty days of instruction the scores can actually be attributed to the classroom instruction from the previous grade. Thus, it is the targeted instruction from the third and fourth grade teachers who have significantly impacted the increased percent of students meeting the CELDT benchmarks.
REPORT CARD GRADES

Report cards are administered and the grades collected three times a year. Teachers use a common grading system based on class work, assessments, and observations to calculate the percentages upon which report card grades are based. Report card grades are used for the RTI process. At the Tier 1 level, teachers meet with parents twice yearly to discuss academic progress. The purpose of parent conferences is to identify both areas of strength and areas of weakness and to set academic goals that the student, with teacher and parent support, can achieve before the next reporting period. Teachers also share with the their students’ parents effective instructional strategies that they can use to support their children at home. At the Tier 2 level, report card grades are one of the criteria used by the teacher to refer students to the RTI team. The team helps to devise an intervention plan for each student and can use report card data as one of the measures to evaluate the effectiveness of the intervention plan. At the Tier 3 level, report card grades are analyzed at Student Study Team (SST) meetings and at Individualized Educational Program (IEP) meetings. Report card grades are also used as one of the criteria for determining whether to place a student in a HA/GATE cluster during class organization and are also one of the criteria used to determine a student’s eligibility to be assessed for GATE identification.

Grade levels have standardized their report cards grades. Analysis of the fifth grade’s report card grades shows the progress they are making in correlating student achievement (as measured by report card grades) with achievement on the CST. The chart below compares the percent of students earning an A or B on their final report card with the percent of students scoring either Advanced or Proficient on the CST. By the 2010-2011 school year the report card grades are highly correlated with CST
achievement: Reading – 51% (A/B) and 47% (A/P); Mathematics 57% (A/B) and 55% (A/P); Science 55% (A/B) and 52% (A/P).

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<td><strong>READING</strong></td>
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<td>CST(A/P)</td>
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**Note:** A/P= Advanced/Proficient and A/B=Grade of A or B

**ACCELERATED READER**

Accelerated Reader is a research-based tool used by classroom teachers to manage differentiated reading practice for students and to monitor their individual achievement. Students choose books from classroom libraries based on their appropriate reading levels (Zone of Proximal Development) and read them at their own pace. After conferencing with their peers or the teacher, students take a computer generated quiz which assesses comprehension. Students earn points for the books they read and set monthly goals. Achievement certificates are given to students who achieve set point levels. Classes with the most participation and the highest average on assessments are recognized at the Student of the Month assemblies. Individual students who achieve certification levels are also honored monthly.

Program assessment data details student progress. Individualized reports detail the level of the books a student has read, the percent correct of the quizzed comprehension questions, the amount of time the student has spent reading between assessments, and the student’s progress towards meeting her/his personal goals.
The Certificate Data below shows the growing interest students have taken in individualized reading since MCA began implementing a school-wide Accelerated Reader Program in 2007.

Note: In 2010-2011 MCA teachers introduced a new reading program, *Excursions*, that significantly reduced the amount of classroom time teachers could allocate for independent reading.

<table>
<thead>
<tr>
<th>Accelerated Reader at Montague Charter Academy</th>
<th>Numbers of Students Achieving at Reading Level</th>
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<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td><strong>2007-2008</strong></td>
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<tr>
<td>Classic Reader</td>
<td>6</td>
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<tr>
<td>Star Reader</td>
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<td>Advanced Reader</td>
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<td>2</td>
</tr>
<tr>
<td>Independent Reader</td>
<td>29</td>
</tr>
<tr>
<td>Ready Reader</td>
<td>100</td>
</tr>
<tr>
<td>Certificates Earned</td>
<td>158</td>
</tr>
<tr>
<td>Points Earned</td>
<td>na</td>
</tr>
<tr>
<td>Average % Correct</td>
<td>78%</td>
</tr>
</tbody>
</table>

**RENAISSANCE STAR**

MCA uses the computerized standards-based STAR assessments from Renaissance Learning to monitor student achievement three times a year.

The STAR Early Literacy Assessment is given to kindergarten and first graders to measure progress towards mastery of basic literacy skills (phonemic awareness, vocabulary, comprehension, and general readiness). The data from the tests enable teachers to target areas of needed improvement for whole class instruction and intervention instruction for individual students. In 2006-2007, kindergarten students achieved 4.2 months of growth in a school year. By 2010-2011, kindergarten students achieved 9 months (one school year) of growth in a school year. In 2006-2007, first grade students achieved 5.9 months of growth in a school year. By, 2010-2011, first grade students achieved over a year's growth in a school year.

The Renaissance STAR Reading Assessment is given to all second through fifth grade students and the Renaissance Math Assessment is given to all third through fifth grade.
students. These tests are aligned to the California State Standards and are given in the computer lab. Results show students’ strengths and weaknesses. It is our intent to expand our use and analysis of this program’s data to enable us to use individual student achievement as a predictor for the CST.

INTERVENTION DATA

GATE PROGRAM

Since 2003 to present, a combination of CAT-6, CST scores, report card grades, and input from the Coordinator(s) and classroom teachers have been utilized to identify students in grades two through five. As a result of this systematic approach towards identification, over 400 students have been identified. Prior to 2003, fewer than five students annually had been identified.

The formation of accelerated classes provided the academic stimulation, social-emotional nurturing, and confidence building to sustain the number of students who identify in the Intellectual, High Achieving and Specific Ability Categories annually. Teachers of the accelerated classes display knowledge of the curriculum and an ability to teach effectively using a variety of strategies, learning modalities and resources. This is reflected in teacher planning, pacing and instruction. As a part of their program students are periodically evaluated for program and grouping purposes. Students are expected to excel in their areas of strength and to make improvements in others. Students have access to a range of learning environments and materials within the class setting.

Parents are an integral partner in the accelerated Program. Through scheduled parent meetings and education classes, parent report card conferences and one-to-one meetings with the Coordinator(s) parents are informed and updated regarding the academic progress and status of their child’s GATE eligibility.

The success of the accelerated program is measured in the number of students identified annually and the percent of students in grades two through five who test advanced or proficient on the California Standards Test (CST) each year. A majority of the fifth graders who are eligible to attend L.A.U.S.D. Gifted Magnets and Schools for Advanced Studies are those who have participated in the accelerated program.

GATE/HA DATA

MCA has developed a systematic approach to supporting and identifying potential GATE/High Achieving students. Students in all classes receive differentiated instruction and extended program support. MCA follows the state’s process for identifying GATE/HA students based on CST scores and teacher identification.

The chart below indicates the number of students identified as GATE/HA at MCA.

Note: The criteria for identification were changed by the state in 2010-2011.
### The Number of Students Identified as GATE/HA of MCA by Category

<table>
<thead>
<tr>
<th>Year</th>
<th>High Achievement</th>
<th>Specific Math</th>
<th>Specific Reading</th>
<th>Intellectual</th>
<th>Visual Arts</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-04</td>
<td>20</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>04-05</td>
<td>13</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>05-06</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>06-07</td>
<td>29</td>
<td>27</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>07-08</td>
<td>12</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>08-09</td>
<td>13</td>
<td>21</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>09-10</td>
<td>34</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>10-11</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

One key measure of the success of MCA’s instructional program is the achievement of exiting fifth graders. Based on 2010-2011 fourth grade CST scores, 42% of current fifth graders (seventy-two students) have met LAUSD qualifying criteria to attend the Sepulveda Gifted Magnet (scaled score of at least 380 in English-Language Arts and at least 390 in Mathematics). Of these seventy-two students, 79% entered MCA as an ELL.

### RETENTION DATA

MCA has instituted an extensive intervention program to assist struggling learners which continues to be refined. Identified students are offered before, during, after, on Saturday, and off track interventions. A few students (approximately 4% a year) for a variety of reasons have been unable to fully participate in all of the support programs we offer, and based on teacher recommendation, Student Support Team Evaluation, and parent input, these students have been retained. Retention is an intervention that allows children who are struggling academically and/or developmentally to spend another year in their current grade.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Retentions for the Following School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>35</td>
</tr>
<tr>
<td>2008-2009</td>
<td>54</td>
</tr>
<tr>
<td>2009-2010</td>
<td>45</td>
</tr>
<tr>
<td>2010-2011</td>
<td>35</td>
</tr>
</tbody>
</table>
Number of Students Retained by School Year

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>46</th>
</tr>
</thead>
</table>

Analysis of the retention data indicates that the state’s planned adjustment of the start date for kindergarten (from December to October) will significantly reduced the number of students who are retained in kindergarten. As a year round school that starts in July, we are significantly impacted by students who are four years old for almost half of their kindergarten year. The largest number of retentions was in second grade aligning to the state’s no social promotion criteria where students are held back in second grade and given additional support so that they can meet grade level standards.

Number of Students Retained by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Retentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>13</td>
</tr>
<tr>
<td>First</td>
<td>13</td>
</tr>
<tr>
<td>Second</td>
<td>15</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
</tr>
<tr>
<td>Fourth</td>
<td>0</td>
</tr>
<tr>
<td>Fifth</td>
<td>0</td>
</tr>
</tbody>
</table>

Sampling of the seventeen fourth graders (2010) who had been retained at some point in their education career measures the effectiveness of our intervention support network. Eighty-one percent of the previously retained students scored at the advanced through basic levels in language arts on the CST with thirty-four percent of them scoring at the potentially high achieving level. One hundred percent of the previously retained students scored at the advanced through basic levels of mathematics on the CST with fifty-eight percent scoring at the potentially high achieving level.

A Comparison of Non-Retained and Retained Fourth Grade Students for CST Level in Language Arts (2010-2011)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Non-Retained Students</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (A)</td>
<td>32%</td>
<td>11%</td>
</tr>
<tr>
<td>Proficient (P)</td>
<td>30%</td>
<td>23%</td>
</tr>
</tbody>
</table>
A Comparison of Non-Retained and Retained Fourth Grade Students for CST Level in Language Arts (2010-2011)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Non-Retained Students</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic (B)</td>
<td>27%</td>
<td>47%</td>
</tr>
<tr>
<td>Below Basic (BB)</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>Far Below Basic (FBB)</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

A Comparison of Non-Retained and Retained Fourth Grade Students for CST Level Mathematics (2010-2011)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Non-Retained Students</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (A)</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td>Proficient (P)</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Basic (B)</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td>Below Basic (BB)</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Far Below Basic (FBB)</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Sampling of the eleven ELL fourth graders (2010) who had been retained at some point in their education career also measures the effectiveness of our intervention support network. English Language Development is a key element in improving academic skills. Eighty-one percent of the retained fourth graders are working on level 4 skills approaching the proficiency level of native speakers (level 5).

The ELD Levels of Retained Fourth Graders 2010-2011

<table>
<thead>
<tr>
<th>ELD Level</th>
<th>Non-Retained Students</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>33%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The ELD Levels of Retained Fourth Graders 2010-2011

<table>
<thead>
<tr>
<th>Level</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>47%</td>
<td>81%</td>
</tr>
<tr>
<td>Level 3</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Level 2</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Level 1</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

LA’S BEST

“LA’s BEST,” funded by the City of Los Angeles, is a Monday through Friday, three hour, after-school, enrichment program that extends the school day for Montague students. “LA’s BEST” also provides a working community that is often challenged by child care needs, with a safe environment at no cost and contributes to greater parent participation with the school community.

Initially serving 120 students, the program has expanded over the past five years to 200 students on a daily basis (30% of on-track students). “LA’s BEST” activities include homework support, basic sport skills development, study skills, reading, and enrichment in the areas of the arts, music, drama, science, and technology. Special events are scheduled throughout the school year with a science fair, sports competitions, and field trips extending the program into the wider community.

This program builds and extends classroom learning in a safe and supportive environment. A recent city-wide evaluation of this program reported the following findings:

- The longer students attend “LA’s BEST” the larger the gains in math, language arts, science, and history.
- Participation in “LA’s BEST” improves student daily school attendance.
- “LA’s BEST” participants demonstrated higher CST scores in math.

There is no current evaluation of specific schools by LA’s BEST. MCA students who participate in LA’s BEST have an attendance rate of 98%.

“READY, SET, GO”

“Ready, Set, Go” is a Response to Intervention Tier 2 before school (6:15 AM to 7:45 AM) academic and enrichment program that serves approximately fifty students each year. The program ensures that children are ready for the school day by engaging them in meaningful learning activities, providing breakfast, and involving them in light recreational games at no cost to the families. Because of Montague’s multi-track calendar and parents’ work schedules, average daily attendance is 25 students. Daily
attendance averages 85% as reflected on program's daily roll documents. This program is monitored by LAUSD's "Beyond the Bell" Project.

"DOING WORDS"

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

"MUSTANGS ON THE MOVE"

Mustangs on the Move" is a diagnostic, Tier 2 Intervention for kindergarten through fifth grade students. Students work in small groups with an Intervention Instructor/Paraprofessional for thirty minute lessons, five days a week for four weeks. Each month, on average, one hundred twenty-seven children participate in the program; eighteen kindergarteners, twenty-three first graders, twenty-one second graders, forty-one third graders, ten fourth graders, and fourteen fifth graders.

Classroom teachers use assessment results to refer students to this program. Teachers and the Intervention Coordinator use these results to plan the instructional focus for the month. The curriculum is based on remediating identified skills and providing scaffolding to support classroom instruction and student success. For students needing phonics and basic reading skills, there is a group lead by an instructor who uses techniques based on the Lindamood Bell system such as “LiPs” and “Seeing Stars.” In this group students are taught to visualize words and practice spelling and letter formation through kinesthetics and tactile stimulation. Another group concentrates on reading comprehension using the language arts program’s “Struggling Reader” component where students use a leveled reader that highlights the main skill components of the story being taught in the classroom. This remediated format gives students targeted instruction in vocabulary and a key reading strategy such as main idea. The third group targets specific teacher identified skills (such as point of view, past tense verbs, or a spelling pattern) and uses differentiated instruction techniques and strategies to provide additional learning and practice opportunities to master skills.

Program evaluation has several components. Classroom assessments are used as pre-tests identifying students and skills that need remediation. Specific areas for intervention in Kindergarten may include: phonemic awareness, letter naming, letter sound, reading decodables, high frequency words, and sentence reading. Specific areas for intervention in grades first through fifth may include: reading comprehension, phonics, word reading, vocabulary, usage/conventions, spelling, writing applications, and oral reading fluency. Intervention instructors complete a weekly assessment log with monitoring assessments given biweekly to determine growth in the targeted skills. Results from the classroom assessment data (e.g. theme test) are monitored every five to six weeks to identify maintenance of student skill levels within bands: basic, early
approaching, approaching, or meeting. Long term effectiveness is evaluated using the California Standards Test results.

“READING STARS”

“Reading Stars” is a Response to Intervention Tier Two mentoring program that provides an opportunity for approximately 20 first grade students who are struggling in language arts. “Reading Stars” is an intensive intervention that offers daily one-to-one support to the student during the school day. Mentors complete a daily log after reading with their student that shows what books were read, the focus sound/sight words practiced, and specific comments about fluency growth. Completed logs are submitted to the program organizer monthly. This data is correlated with classroom biweekly assessment data (fluency and targeted comprehension skill) and analyzed to monitor student growth.

OFF-TRACK INTERVENTION, SATURDAY SCHOOL

MCA offers an off-track Tier 2 Intervention program, funded by Title I, for students who are underperforming in academic content areas. Approximately three hundred fifty students participate in this intervention on a yearly basis. Class sizes are kept small to provide for individualized and differentiated intervention. During an average month, fifteen students are enrolled in Kindergarten, nineteen students in first grade, twenty-one students in second grade, twenty students in third grade, fourteen students in fourth grade, and twenty students in fifth grade. Classes are offered in two-week sessions for three hours a day. Off-track intervention is offered to targeted students three times a year for each calendar track.

The curriculum for Off-track Intervention includes both language arts and mathematics content. Grade-level teachers plan the curriculum to target specific grade level skills identified through embedded program assessments. Our newly adopted language arts curriculum has a “Struggling Reader” component that allows for the re-teaching and pre-teaching of skills using simplified text to introduce grade level vocabulary and reading comprehension and grammar skills. Our math curriculum spirals grade level skills so that intervention can introduce new skills while maintaining proficiency of skills previously taught.

The assessment for Off-Track Intervention is based on pre and post tests targeting remediation skills. A Sampling of student growth is shown in the Intersession October 2010 Chart. All grade levels showed marked improvement in student achievement.
The Saturday Learning Academy, funded by Title III, is an intervention for English Language Learners providing direct intervention for students struggling with English. The program is designed to help second language learners move up at least one level per year on the English Language Development Matrix.

All LEP students with ELD levels 1-3 are invited to attend the Saturday Learning Academy. In 2010-2011, 233 students attended regularly. In the 2011-2012 school year, attendance has increased to 277 (of 479 eligible) students. Students are grouped by language level, with age and grade level taken into consideration. For example, ELD students at level 2 in the primary grades are grouped with other primary students while students at level 2 in the upper grades are grouped with upper grade students. Enrollment in each Saturday Learning Academy class averages twenty-five students.

The core curriculum used for the Saturday Learning Academy is the English Language Development component from our language arts program, *Excursions*. The lessons follow a four step process: modeling, application, guided practice, and independent practice. Progress is evaluated through ongoing and formal assessments.
2010-2011 ELD LEVEL COMPARATIVE GROWTH

One measure of student growth is student progress on the ELD Matrix. For the 2010-2011 school year, English Language Learners (with ELD levels 1-3) who regularly attended the Saturday Learning Academy were compared with English Language Learners who were unable to attend this intervention program. Analysis of the data in the table below shows that students who attended the Saturday Learning Academy showed more growth in their ELD level than those who were invited but declined to attend the program.

Another measure of the impact of the Saturday Learning Academy is student achievement on the CST. The chart below shows that students who attended the academy achieved at a higher level than those who did not.

2010-2011 Comparative Study of Fourth Graders’ CST Language Arts Results

<table>
<thead>
<tr>
<th>Saturday Learning Academy</th>
<th>2010-2011 Comparative Study of Fourth Graders’ CST Language Arts Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Who Declined the Program (16 Students)</td>
</tr>
<tr>
<td></td>
<td>Students who Attended the Saturday Learning Academy (44 Students)</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>0%</td>
</tr>
<tr>
<td>Proficient Level</td>
<td>12%</td>
</tr>
<tr>
<td>Basic Level</td>
<td>28%</td>
</tr>
<tr>
<td>Below Basic Level</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>27%</td>
</tr>
</tbody>
</table>
Fourth grade *Excursion* theme test results were used as another growth indicator. Reading Comprehension and Vocabulary components of the *Excursion* tests were compared. The chart shows that students who attended the academy out performed those who did not.

**2010-2011 Comparative Study of Fourth Graders’ Excursion Results**

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Students Who Declined the Program (16 Students)</th>
<th>Students who Attended the Saturday Learning Academy (44 Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%-90%</td>
<td>12%</td>
<td>25%</td>
</tr>
<tr>
<td>89%-80%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>79%-70%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>69%-60%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>59%-0%</td>
<td>44%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Students Who Declined the Program (16 Students)</th>
<th>Students who Attended the Saturday Learning Academy (44 Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%-90%</td>
<td>13%</td>
<td>40%</td>
</tr>
<tr>
<td>89%-80%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>79%-70%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>69%-60%</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Students Who Declined the Program  
(16 Students) | Students who Attended the Saturday Learning Academy  
(44 Students) | 59%-0% | 33% | 13%

The classroom teachers of students who attend the Saturday Learning Academy receive progress reports every 4 weeks (8 times a year). The progress report shows the content learned, student progress, student participation, and student attendance. Classroom teachers use this information to guide their daily classroom instruction and Tier 1 interventions. Teachers also use the progress reports to discuss student achievement during parent conferences.

Students who have reached ELD levels 4 and 5 and/or have obtained IFEP status are eligible to exit the program. 84 students exited the program at the end of the 2010-2011 school year.

SUSPENSIONS AND EXPULSIONS

MCA has instituted a tiered level of intervention to reduce the number of suspensions and expulsions. Each classroom teacher models and discusses appropriate classroom behavior on a consistent basis. Charts in each classroom emphasize the high expectations teachers hold for their students and the clear consequences that will follow the decision by the student not to live up to the Montague Creed. Teachers are assisted by their peers in developing classroom based strategies for early intervention and contact parents when students have made the wrong choices. Should a child choose to disrupt his/her classroom, then he/she is sent to the coordinators for further intervention and one-to-one assistance, which is followed up by a parent contact. If a child chooses to repeatedly disrupt the classroom or fails to follow classroom expectations despite earlier intervention, then he/she is sent to the Assistant Directors for further counseling and guidance and a parent meeting is scheduled. Some students need a change in environment for a few hours and are placed in other classrooms where they can observe students who make appropriate choices. Other students may have their needs addressed through the Student Support Team process which can incorporate individual or group counseling with the school’s counselor. This process has helped to minimize the number of suspensions and expulsions at MCA.
### MCA Suspension/Expulsion Rate (Percent)
#### 5 Year Comparison

<table>
<thead>
<tr>
<th>YEAR</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUSPENSIONS</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.01</td>
<td>0.02</td>
<td>8.20</td>
<td>7.20</td>
<td>7.10</td>
<td>5.74</td>
<td>5.26</td>
</tr>
<tr>
<td>EXPULSIONS</td>
<td>0.001</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.10</td>
<td>0.01</td>
<td>0.01</td>
<td>0.02</td>
<td>0.01</td>
</tr>
</tbody>
</table>

### ADDITIONAL CRITERIA

#### TEACHER CREDENTIALING AND LONGEVITY

The California Department of Education's Educational Demographic Unit's Staff Service and Experience for 2009-10 chart indicates that the average years of service of MCA is 10.1, LAUSD is 12.5, and the total state is 13.6. The average number of years with MCA is 9, LAUSD is 11.8, and the state is 11.3. Note that this data is skewed by the fact that MCA has continued to hire teachers as needed and has not had to use Reduction in Force (RIF) to cut staff. So we have new teachers when both LAUSD and the state have in some cases, RIF’d teachers with less than 10 years of experience. The Teacher Longevity data from 2011-2012 shows the distribution of the teaching staff by years of experience.

<table>
<thead>
<tr>
<th># of Yrs. Teaching</th>
<th>Hire Date Span</th>
<th># of Teachers at MCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>2007-2011</td>
<td>13</td>
</tr>
<tr>
<td>6-10</td>
<td>2002-2006</td>
<td>11</td>
</tr>
<tr>
<td>11-15</td>
<td>1997-2001</td>
<td>27</td>
</tr>
<tr>
<td>16-20</td>
<td>1992-1996</td>
<td>5</td>
</tr>
<tr>
<td>20+</td>
<td>Before 1992</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

The California Department of Education's Educational Demographic Unit's Staff Education Level for 2009-10 chart indicates that 6 MCA teachers (11%) have a master’s degree +30 units, 6 MCA teachers (11%) have a master's degree, 40 MCA
teachers (73%) have a bachelor’s degree +30 units, and 3 MCA teachers (5%) have bachelor’s degrees. All teachers are NCLB “highly qualified.”

### The California Department of Education’s Educational Demographic Unit’s Staff Education Level for 2009-10 Chart

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Doctorate</th>
<th>Master’s Degree +30</th>
<th>Master’s Degree</th>
<th>Bachelor’s Degree +30</th>
<th>Bachelor’s Degree</th>
<th>Less than Bachelor’s Degree</th>
<th>None Reported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montague Charter Academy</td>
<td>6018204</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>40</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>55</td>
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</table>

### Report Total

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Doctorate</th>
<th>Master’s Degree +30</th>
<th>Master’s Degree</th>
<th>Bachelor’s Degree +30</th>
<th>Bachelor’s Degree</th>
<th>Less than Bachelor’s Degree</th>
<th>None Reported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD TOTAL</td>
<td>1964733</td>
<td>327</td>
<td>9,530</td>
<td>2,496</td>
<td>16,030</td>
<td>4,398</td>
<td>4</td>
<td>87</td>
<td>32,872</td>
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<tr>
<td>STATE</td>
<td>0</td>
<td>2,441</td>
<td>55,565</td>
<td>63,863</td>
<td>136,077</td>
<td>40,492</td>
<td>857</td>
<td>371</td>
<td>299666</td>
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</tbody>
</table>

### STUDENT LONGEVITY

A study of the effect of student longevity on student achievement compares data between students who have been at MCA for five or more years with students who have been at MCA for less than five years.

A sampling of one hundred sixty-eight fourth graders was divided in two groups: 118 students who had attended MCA for five or more years and 50 students who had attended for less than five years.

CST Language Arts data shows the significant strength students with five or more years of MCA instruction (69% proficient or advanced) have over those with less than five years (48% proficient or advanced).

### A Comparison of the Effect of Student Longevity on Achievement as Measured by CST Results in Language Arts (2010-2011)

<table>
<thead>
<tr>
<th>Students who have been at MCA for 5+ years (118 Students with CST ELA scores in 4th Grade)</th>
<th>Students who have been at MCA for fewer than 5 years (50 Students with CST ELA scores in 4th Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who have been at MCA for 5+ years (118 Students with CST ELA scores in 4th Grade)</td>
<td>Students who have been at MCA for fewer than 5 years (50 Students with CST ELA scores in 4th Grade)</td>
</tr>
</tbody>
</table>
### CST Math data (See chart) shows the strength students with five or more years of MCA instruction (78% proficient or advanced) have over those with less than five years (72% proficient or advanced).

#### A Comparison of the Effect of Student Longevity on Achievement as measured by CST Results in Mathematics (2010-2011)

<table>
<thead>
<tr>
<th></th>
<th>Students who have been at MCA for 5+ years (118 Students with CST Math scores in 4th Grade)</th>
<th>Students who have been at MCA for fewer than 5 years (50 Students with CST Math scores in 4th Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>52%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Far Below Basic</strong></td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### STUDENT ATTENDANCE/STAFF ATTENDANCE

MCA acknowledges that students have to be in school to learn and has instituted a highly successful program to keep student attendance at a high level. All students with 100% attendance and all classes with 98% or better attendance are recognized in the Circle of Pride at the monthly student assembly. Each individual student is entered into a drawing for a gift card at the assembly. Staff members with perfect attendance are also recognized at the assembly. Attendance data for the past five years is charted below in the Average Daily Attendance Chart. The significant improvement in student attendance from 92.38% (2006-2007) to 95.79% (2010-2011) is attributed to our attendance monitoring and incentive programs. The LAUSD School Report Card for 2001-2011 states that the LAUSD average of students with 98% or higher attendance is 64%. It also states that in 2009-2010 the average for MCA students was 88% and in 2010-2011 it was 98%.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Actuals</td>
<td>997.65</td>
<td>1,051.70</td>
<td>1,091.13</td>
<td>1,055.73</td>
<td>1,055.62</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,180</td>
<td>1,132</td>
<td>1,163</td>
<td>1,140</td>
<td>1,102</td>
</tr>
<tr>
<td>Attendance Percentages</td>
<td>92.38%</td>
<td>92.91%</td>
<td>93.82%</td>
<td>92.61%</td>
<td>95.79%</td>
</tr>
</tbody>
</table>

MCA promotes a variety of opportunities that encourage parent, family, and community involvement. Over one hundred sixty parents/guardians/grandparents/older siblings/babysitters assist in our Kindergarten program. Each day between 7:45 AM and 8:30 AM, students and their volunteers meet in the kindergarten classrooms under the direction of the classroom teacher for the “Doing Words” intervention program where students review letters and their sounds, reading and writing words, and eventually reading and writing sentences independently.

Approximately twenty parents volunteer in the upper grade classrooms working with children in small groups or one-on-one basis. Parents volunteer in the library working with the library teacher and ensuring that the library is functional by shelving books, checking out books, and assisting children to find and read books at the appropriate reading level. At the annual Fall Fiesta, over thirty parents volunteered to cook and serve food, operate game booths, and provide security. Other parents volunteer at our
“ Beautify Our School” Events, held on Saturdays throughout the school year, where students, parents, and community members come together to paint murals and refresh neglected areas of the school showing great pride in MCA. Through a variety of opportunities, over three hundred community members assist/volunteer at MCA on an annual basis.

PARENT CENTER CLASSES

In the 2011-2012 school year the Parent Center has offered the following classes/programs:

ESL (through Kennedy Adult School):

Community members are encouraged to attend English as a Second Language classes held in the Parent Center. Each participant has the opportunity to learn English through oral practice and the study of English grammar. 40+ attendees per week

Latino Family Literacy Project:

This program is designed to encourage participant dialogue as an educational process through shared reading, writing, and art projects that reflect the social, linguistic, and cultural knowledge of Latino families. 60+ attendees per month

Pacoima Community Initiative/Neighborhood Promise Grant:

The purpose of this pending grant is to encourage MCA community members to walk in a four-block radius of the school (including back streets, busy streets, and alleys) to note areas in need of improvement and to produce a “safe walking access” environment for students and community members.

Foster Grandparents:

These weekly meetings are open to the foster parent community where topics that impact child care are discussed (e.g. managing challenging behaviors, the importance of schedules/routines) and participants earn credit for attendance. 25 attendees weekly

MEND Liaison:

Meeting Each Need with Dignity is a community service organization that provides support and immediate access to free or low cost services such as dental, health, and vision care and Thanksgiving and Christmas baskets to MCA families in crisis. 15 families per month

Project Fatherhood (through Village Family Services):
This project is a support group for fathers where issues such as discipline, domestic abuse, communication skills, and personal experiences are discussed. The goal is to improve the relationships that fathers have with their children. **Average attendance is 25**

**Scrapbooking Family History Project:**

This class’s purpose is to build family pride and to share cultural practices through a series of meetings where participants are guided through a process on the computer that results in a professionally published bound book of family history. **30 participants**

**Nutrition Classes:**

A parent volunteer has organized an informative nutrition class that leads the participants through a series of discussions about the importance of nutrition, appropriate portions for adults and children, calorie intake, how to read the labels on products, and how to prepare and get your family to eat a well-balanced meal. **30 attendees per meeting**

**Cal-Fresh:**

A representative from this government-funded program meets with parents once a month to complete the application process for food support.

**Project Safe:**

This social service network provides participants with access to Medi-Cal, Mental Health Referrals, Anger Management classes, Parenting Classes, Domestic Violence Support Groups, and Sexual Assault Support Groups.

**Parent/Community Meetings:**

These meetings, led by the executive director, which are held on the first and third Wednesday of each month are a forum for building understanding of MCA as a charter school and the role of parent/community members.

SB 1448 identifies six specific goals that are cited in the Charter Schools Act of 1992. Each of these goals is highlighted on the following pages. The accomplishments of Montague Charter Academy for the Arts and Sciences from 1996 to the present, and the fulfillment of the goals from the original charter petition are listed under each category:

I. **IMPROVED STUDENT LEARNING**

A. **Meeting the API Goal: 444 to 795**
Each year MCA has exceeded the API Progress Indicator Benchmark.
In 2010-2011 Montague outperformed all LAUSD schools in the former “San Fernando Cluster.” Our API of 795 when compared to the surrounding LAUSD schools is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCA</td>
<td>738</td>
<td>736</td>
<td>4</td>
<td>9</td>
<td>733</td>
</tr>
<tr>
<td>FENTON*</td>
<td>722</td>
<td>740</td>
<td>5</td>
<td>9</td>
<td>747</td>
</tr>
<tr>
<td>VAUGHN*</td>
<td>703</td>
<td>715</td>
<td>3</td>
<td>8</td>
<td>718</td>
</tr>
<tr>
<td>BEACHY</td>
<td>695</td>
<td>698</td>
<td>2</td>
<td>4</td>
<td>692</td>
</tr>
<tr>
<td>MORNING</td>
<td>718</td>
<td>715</td>
<td>3</td>
<td>5</td>
<td>712</td>
</tr>
<tr>
<td>OSCEOLA</td>
<td>733</td>
<td>747</td>
<td>4</td>
<td>8</td>
<td>743</td>
</tr>
<tr>
<td>HADDON</td>
<td>680</td>
<td>695</td>
<td>2</td>
<td>6</td>
<td>692</td>
</tr>
<tr>
<td>PACOMA*</td>
<td>606</td>
<td>652</td>
<td>1</td>
<td>3</td>
<td>648</td>
</tr>
<tr>
<td>SHARP</td>
<td>634</td>
<td>704</td>
<td>2</td>
<td>6</td>
<td>700</td>
</tr>
<tr>
<td>TELFAIR</td>
<td>687</td>
<td>705</td>
<td>2</td>
<td>5</td>
<td>700</td>
</tr>
<tr>
<td>SAN FERNANDO O' MELVENY</td>
<td>687</td>
<td>686</td>
<td>2</td>
<td>4</td>
<td>681</td>
</tr>
<tr>
<td>SARA COUGHLIN</td>
<td>754</td>
<td>719</td>
<td>3</td>
<td>N/A</td>
<td>719</td>
</tr>
</tbody>
</table>


FEDERAL MCA

<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>107</td>
<td>1423</td>
<td>1424</td>
<td>1425</td>
<td>1426</td>
</tr>
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</table>
**B. California State Standards Language Arts Test Performance from 2001 to 2011:**

Each year California has set benchmarks for student achievement on the CST for Language Arts. The chart below shows our students’ progress.

*Independent Charter School*

AYP REPORT: ELEMENTARY AMO’S: CST: ENGLISH LANGUAGE ARTS

The ESEA contains a “safe harbor” provision for meeting AMOs in some circumstances and is applied in the AYP reports when these circumstances occur. Safe harbor is an alternative method of meeting the AMOs. Currently, if a school, an LEA, or a subgroup does not meet its AMO criteria in either or both content areas but shows progress in moving students from scoring below proficient level to the proficient level or above on assessments, it may make AYP if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below the proficient level in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year;
- The school, LEA, or subgroup had a “Yes” or blank in the “Met 2101 AYP Criteria” column for participation rate for the assessments in ELA and mathematics;
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had a Growth API of 680 or more; and
- The school or LEA met graduation rate criteria, (if applicable.)

Through “Safe Harbor” provisions MCA has been able to meet Federal Average Yearly Progress (AYP) benchmarks in language arts. MCA recognizes the goal of 100% of our students meeting benchmark by the year 2014 and has initiated new curriculum, staff development, and an intervention support network for struggling students to meet this challenge.
The chart below shows that both the students overall and the ELL subgroup performing at the proficient and advanced levels have increased over the past five years and that the gap between the two groups has narrowed.

5-YEAR CST ELA COMPARATIVE SCORES for “English Learners” & “ELL” STUDENTS AT PROFICIENT OR ABOVE

C. California State Standards Math Test Performance from 2001 to 2011:

Each year California has set benchmarks for student achievement on the CST for Mathematics. The chart below shows our students’ progress.
MCA recognizes the goal of 100% of our students meeting benchmark by the year 2014 and has initiated new curriculum, staff development, and an intervention support network for struggling students to meet this challenge.

The chart below shows that both the students overall and the ELL subgroup performing at the proficient and advanced levels have increased over the past five years and that the gap between the two groups has narrowed from 11.75% in 2007 to 3.25% in 2011.
MCA students did not meet the AYP criteria in mathematics in all subgroups (i.e. Black, Hispanic, Socioeconomically Disadvantaged, and English Learners). MCA refocused the already initiated Response to Intervention process to address the challenge of meeting the mathematics needs of the underperforming students. Teachers, administrators, and the staff analyzed the CST results and particularly the subgroup scores to determine the content areas of greatest need for retooling. Teachers geared their instruction and tiered interventions in the classroom to specific content skills. Instructional staff, including teachers, paraprofessionals, and coordinators have met weekly to analyze and discuss effective strategies to support student learning. Teachers will continue to use benchmark assessments within the instructional curriculum to analyze student learning before the CST is administered. The Tier 2 interventions ("Mustangs on the Move", Off track intervention, Saturday Learning Academy) have also been retooled to support students struggling with math concepts. The RTI team closely monitors students’ progress. If students are not making adequate progress the team reviews the content and methods of instruction used in the Tier 2 interventions and modifies the instructional approach to meet the needs of the students.

D. Parent Back to School Night and Report Card Conference Attendance:

Back to School Night is held the first month of school. This activity is an opportunity for parents to meet with their student’s new teachers and for teachers to introduce the curriculum and classroom procedures. In an effort to meet parent work schedules Back to School Night for some grades has become a beginning of the school day event rather than an evening meeting. Parent Attendance has averaged 68% over the past five years.
### Parent Participation Rate (Percent) for Back to School Night

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>TRACK</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>64</td>
<td>76</td>
<td>74</td>
<td>74</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>67</td>
<td>70</td>
<td>69</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td>C</td>
<td>66</td>
<td>70</td>
<td>75</td>
<td>67</td>
<td>77</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>66</td>
<td>72</td>
<td>73</td>
<td>68</td>
<td>68</td>
</tr>
</tbody>
</table>

Report Card Conferences are held twice each school year (at the end of the first two trimesters) and provide the opportunity for parents to formally meet with their child’s teachers to discuss student performance and set future goals. Parent attendance (as documented since 2003) has always been high increasing from 94% in 2003-2004 to 96% in 2010-2011.
E. 2010-2011 California Physical Fitness Test:

As reported in our last charter only 13.5% of our students were within or above the Healthy Fitness Zone in all six areas assessed. The data for 2010-2011 is reported below. 38% of our fifth grade students are within or above the Health fitness Zone in all six areas assessed. We attribute this significant achievement to the Physical Fitness Extended Program, the classroom instruction during Health which enables students to make good choices, and the quality of the meals offered in our cafeteria program.
F. Students Meeting State Board of Education Criterion for English Proficiency:

Reclassification Procedures:

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage
In 1999, MCA’s redesignation (reclassification) rate was 4.26%. In 2010, the rate was 5.5%. In 2011 we initiated a systematic review of the redesignation process. A specific plan was instituted to review the status of all eligible students and to complete the redesignation process for these students as quickly as possible. The analysis of students who were not yet eligible for redesignation showed that there was no one specific score that was preventing students from redesignation. Instead language arts challenges are revealed in CELDT scores, ELD levels, report card grades, and CST scores. Specific skills included comprehension, vocabulary, and writing. We have developed and initiated several intervention programs to address these specific needs: a new language arts curriculum (begun in 2009), “Saturday school”, “off-track intervention”, “Mustangs on the Move” and our extended programs. Our new language arts program is specifically designed for ELL students with extended spiraling instruction and practice in comprehension skills, vocabulary (designed by Isabel Beck), and writing. Accompanying staff development has focused on best instructional practices coupled with using assessment to guide individualized tutoring. “Saturday Learning Academy,” “Off-track Intervention,” and “Mustangs on the Move” are RTI Tier Two interventions that support and extend classroom instruction and provided differentiated support to struggling students. The extended programs (art, music, library, technology, science, and physical education) are hands-on, experienced based classes that encourage vocabulary development, sequencing, oral language, and content knowledge. These real experiences provide students with a context for writing and give purpose as the writings are shared with their peers. We are committed to a yearly analysis of the effectiveness of these interventions as measured by increased student performance leading to an increased redesignation rate.
Section X

ADDITIONAL RENEWAL ACCOUNTABILITY

The California Charter Schools Association prepares an annual Academic Accountability report Card for charter schools. In the October 2011 report Montague Charter Academy is rated Above Average Status and Above Average Growth based on our most recent API and our three year cumulative API growth as compared to all school statewide.

CCSA ACADEMIC ACCOUNTABILITY REPORT CARD (Appendix B)

INCREASED LEARNING OPPORTUNITIES

A. Continue our comprehensive intervention model serving students before, during, and after school in addition to Saturdays and when students are off track

B. Provided intensive Intersession reading and math classes for students below grade-level in language arts and/or mathematics

C. Maintain reduced class size: averaging 20 students in grades K-3; 25 + average in grades 4 and 5

D. Continue to participate in the Safe Neighborhood Grant with LA’s Best and Beyond the Bell programs that serve 225 students before and after school

E. Continue the “Saturday Learning Academy” program serving over 250 students and parents which includes classes such as: English as a Second Language, Math, Multi-media, Spanish as a Second Language, Enrichment classes in Math, and Reading and Writing Workshop

F. Offer after-school tutoring for students in reading, math, and written language

G. Continue enrichment classes in the arts including chorus, piano, art, drama, and dance

H. Continue with extended staff that includes: an art teacher, a music teacher, a computer technologist, a library media teacher, a science lab teacher, and a physical education instructional team

I. Continue the “Doing Words” intervention Kindergarten program with 80-90% daily parent participation

J. Continue the Home Literacy program expanded to include over 60 families in collaboration with Montague Partners
K. Continue our comprehensive student support program that includes the Screening, Student Study, GATE, Achievement Assessment, Parent Center, and LAT teams

L. Continue with Parent Center programs that include extensive parent education classes, leadership building, and support services in the area of language acquisition, health, counseling, and basic needs

M. Maintain adequate expenditures for school textbooks to ensure student access

N. Continue a fully operational Science Lab and Science teacher

O. Continue Core Knowledge Culminations by appropriate Grade Levels

P. Continue curricular field trips

III. Encourage the use of different and innovative teaching methods:

A. Continue to follow the processes for instructional refocus outlined in the Comprehensive Schools Reform Demonstrations Grant (CSRD.)

B. Continue to use Core Knowledge as an extended program in classrooms.

C. Install computers and other technology in all classrooms with ongoing staff development to support integration of technology into all aspects of the instructional program and to offer classes to our parents to demonstrate the importance and value of monitored computer use at home

D. Continue to schedule times during the school day for all grade level teams to meet for articulation and development of grade level pacing plans, assessment, and the examination of student work.

E. Continue the support of GATE/High Achieving students in every classroom throughout the grade-levels.

F. Continue the Saturday Dance Academy including ballet, folklorico, jazz, and tap.

G. Continue to update the technology center, staffed by a Computer Technologist and an assistant, that focuses on the development of student research projects through the use of the Internet, as well as computer-assisted assessment in reading and math. All instruction is aligned to the state standards and the school technology plan.

H. Continue to involve the staff in a comprehensive Peer Coaching Model.

I. Continue to use Differentiated Instruction (such as SDAIE, multiple intelligences) as an effective strategy to improve both student engagement and performance.

IV. Create new professional opportunities for teachers: (including the opportunity to be responsible for the learning program at the school site)
A. Continue to elect Lead Teachers for each grade level team.
B. Continue to send school teams to state and national conferences to hear the top leaders in education.
C. Continue on-site learning seminars and symposiums for staff led by qualified personnel.
D. Continue New Teacher support through the BTSA program through CSUN.
E. Continue intensive training in *Excursions* and ESL strategies for all teachers, support staff, and parents.
F. Provide in-school leadership experiences to enhance teacher/staff skills.
G. Continue the New Teacher Induction Program.
H. Continue on-site coaching in literacy, mathematics, science, library, and the arts.

**V. Provide parents and students with expanded choices:**

(Equal opportunities which are available within the public school system)

A. The Saturday Learning Academy is for students and parents which includes classes in the Arts, ESL, computer skills, library reading, literacy, parenting skills, family enhancement programs, community service, test-taking skills, language development, science and ecology. Implemented in 2011 is a Saturday instructional program for students with attendance issues that will provide supplemental instruction in the language arts and mathematics to make sure that they make adequate progress in these academic areas.

B. After-School opportunities for students that include tutoring in reading and mathematics, the Arts, library reading, and computer skills.

C. After-School Safe Schools' LA's BEST Program includes homework assistance, the arts, science, recreational reading, computers, social studies, mathematics and physical education.

D. The “Doing Words” intervention program involves 80%-90% of Kindergarten parents working with their children daily in a before-school language experience and literacy enhancement program.

E. Daily ESL classes for parents and community members, supported by a written use permit with The LAUSD Division of Adult and Career Education.

F. Classes and services for parents and community members in the following areas: daily ESL classes, Foster Parents training by Mission College, Latino Family Literacy, Pacoima Promise Grant Collaborative, translation services, social workers five days a week, CALFresh, MEND support services, fundraisers for parent and student support, Neighborhood Watch, Parent Volunteer programs,
school uniform distribution, parent meetings, community resources services, Family History scrapbooking, Nutrition classes, and pre-school parent training.

G. A full-service Parent Center which provides services in the areas of basic needs, health, social services, education, and language acquisition.

H. Family counseling services offered through a full-time psychologist, THRIVE, Friends of the Family, and other providers in partnership with the school.

I. A wide variety of services and classes for parents through the Family Care-Healthy Kids five-school collaborative project.

J. Increased parent involvement in the decision-making process through Board committee participation.
Section XI

FUTURE CHALLENGES

Montague Charter Academy Center for the Arts and Sciences recognizes that there are always challenges that the charter must confront. These challenges are:

- Meeting the needs of MCA’s ELLs in all curricular areas
- Reaching our goal of 800 API
- Continue to meet our AMO benchmarks in both Language Arts and Mathematics
- Improve the overall science performance of MCA’s 5th grade students on the CST
- Improve the overall writing performance of MCA’s 4th grade students on the CST
- Within the next five years, we want to have enough permanent buildings to accommodate our operational capacity on a calendar of at least 180 days. We are currently included in the District’s Facilities Master Plan.
- Increase parent involvement
- Provide annual professional development in technology
- Growth and expansion
- Technologically equipped classrooms for the 21st century
- An aging facility that needs to be meshed with advanced technology
- Improving CELDT performance by MCA’s English Language Learners
- Identifying early interventions effectively and efficiently
Montague Charter Academy for The Arts and Sciences (MCA) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- MCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- MCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- MCA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or
association with an individual who has any of the aforementioned characteristics).
[Ref. Education Code Section 47605(d)(1)]

• MCA shall admit all students who wish to attend MCA.

• MCA shall determine admission by a public random drawing, and if the number of pupils who wish to attend the school exceeds the school capacity, preference shall be extended to pupils who currently attend MCA and pupils who reside in the District EC 47605(d)(2)(B).

• MCA shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, the student is not over the age of twenty-two (22) years, and making satisfactory progress toward high school diploma requirements.

• MCA shall not require any child to attend MCA nor any employee to work at MCA.

• If a pupil is expelled or leaves MCA without graduating or completing the school year for any reason, MCA 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. [Ref. California Education Code Section 47605(d)(3)]

ELEMENT I:

Description of Instructional Program

The address of the Charter School: 13000 Montague Street
Pacoima, CA 91331-4146

The phone number of the Charter School: 818-899-0215

The contact person for the Charter School: Diane Pritchard,
Interim Executive Director

The term of this charter shall be from: July 1, 2012 to June 30, 2017

The grade configuration: Kindergarten through 5th

The number of students in the first year: 1100 Students

The grade level(s) of the students the first year: K-5

The scheduled opening date of the Charter School: July 2, 2012
The operational capacity: 1200 Students
The instructional calendar will be: Modified Concept 6
The bell schedule for the Charter School will be: See Appendix A

If space is available, traveling students will have the option to attend.

1.0 Montague Charter Academy for the Arts and Sciences Vision Statement:

Montague Charter Academy Center for the Arts and Sciences will provide a safe, supportive environment that fosters curiosity, inquiry, and passion for learning. Our students will become life-long learners who pursue wisdom and personal excellence and who demonstrate understanding, empathy, and respect for all members of our community.

1.1 Montague Charter Academy for the Arts and Sciences Mission Statement:

Believing that all children can learn, we will provide rigorous instruction, guidance, and encouragement to empower students to be successful individuals and contributing members of society. The programs which make up the educational experience at MCA will promote academic, physical, emotional, and social growth while preparing children for the life-long process of learning. The success of our programs requires honesty, transparency, and the joint efforts of students, faculty, staff, administration, parents, and other community members.

1.2 Targeted Student Population:

MCA intends to serve first those students of elementary age in our traditional attendance area. This population has been traditionally 97% Latino, 1% African-American, 1% Asian/Pacific Islander, and 1% White: thus a predominantly minority population lacking access to diverse cultural experiences in their local community. Factors which are often used to indentify “at risk” populations continue to describe our targeted population. Historically 61% are English Language Learners and 5% are Reclassified Fluent English Proficient (with Spanish as the home language). In addition, nearly 100% are Economically Disadvantaged, 8% are identified as having special needs, and 5% are identified Gifted and Talented.

Student demographic data and academic achievement data is compiled yearly under School Accountability Report Card (SARC) and made available in the Appendix C.

CHARTER SCHOOL TARGET AREA
(Data from Data Quest: 2010-11 APR-School Demographic Characteristics, School Summary and School Summary Data Report)
<table>
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<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>Grade-Span</th>
<th>Multi-Track School?</th>
<th>Program Improvement</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>API Score</th>
<th>% Students Met Schoolwide Growth Target?</th>
<th>% Students Met All Subgroup Growth Targets?</th>
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<td>Beachy El</td>
<td>557</td>
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### 1.3 Implementation of our Vision:

When our Vision is fully implemented MCA will be a community resource center fostering educational achievement and stakeholder involvement. The SARC or other state-mandated report will summarize the success in the implementation of MCA’s vision.

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**The Montague Charter Academy for the Arts and Sciences**

We believe that life-long learning is a continuous process of acquiring the skills and knowledge to accomplish personal goals and meet the challenges of living as a productive citizen in the twenty-first century.

The **Montague Charter Academy for the Arts and Sciences** (MCA) has created and plans to expand its comprehensive support network for all stakeholders.
Students

- All instruction will use standards-based materials designed to meet the needs of our students
- Teachers will use differentiated instructional strategies so that all classrooms will support GATE/HA students, ELD students, and Special Education students
- Students will demonstrate their achievement and knowledge through performance-based assessments and culmination projects
- MCA will continue its school-wide Expanded Programs in the areas of Art, Music, Physical Education, Technology, and the Library and Science Lab instruction
- MCA will continue its before and after school programs
- MCA will continue to develop intensive Intervention Programs such as: Mustangs on the Move, Saturday Learning Academy, Off-track Intervention, and After School Tutoring

Parents and Community Members

- The Parent Center will continue to offer a variety of classes and support services based on parent and community need
- MCA will continue to network as part of the Pacoima Community Support Collaborative which organizes comprehensive services from local support providers
- MCA will organize a renewed Parent Teacher Association (PTA)
- MCA will continue its Parent Leadership Cadre of community leaders
- MCA will continue to build connections with the local high schools (for GED), Mission College (for AA and job skills), and CSUN (for university classes)
- MCA will continue to facilitate contacts with local Community Business Leaders as mentors for beginning entrepreneurs

Certificated and Classified Staff

- MCA will continue to provide individualized Professional Development opportunities led by staff members and other local experts
- MCA will continue to support staff participation in university classes in collaboration with National University and CSUN
- MCA will create a Charter Teacher Academy Support Network for Teacher Assistants and college students who wish to become credentialed teachers
- MCA will continue to offer a support network for teachers considering and participating in the National Board Certification process
- MCA will continue to offer Language Fluency Assessment to assure qualified personnel are recognized for their expertise and best utilized to meet the needs of our English Learner population and their families.
• MCA will continue to focus on Peer study groups such as
  o Team Meetings
  o Lesson Study
  o Book Clubs
  o Professional Groups (e.g. office workers, national board teachers, bilingual teachers)

1.3.1 An Educated Person of the 21st Century:

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

We believe that an educated person on the 21st century:
• Demonstrates knowledge of science and technology, the arts, culture, literature, history and social science, health, mathematics, and careers
• Demonstrates skill in reading, writing, speaking, listening, English proficiency, quantitative reasoning, logic and problem solving, research and independent study, the scientific process, artistic expression, and kinesthetic movement
• Demonstrates the values of friendship, responsibility, respect, service, perseverance, and work ethic.

1.4 How Learning Best Occurs:

We believe learning best occurs in a structured, stimulating, and emotionally supportive learning environment incorporating varying modes of delivery of instruction.

We also believe that:
• Teachers are most effective through the delivery of well-planned lessons, applied classroom management techniques, and knowledge of content and standards when access to resources are available and their efforts are supported by peers, support personnel, and staff.
• Limited English Proficient students can successfully acquire English skills and reach proficient levels of competence in all academic areas when they are supported by well-designed and well-implemented programs of instruction delivered by qualified personnel.
• On-going effective home/school communication is a key component to successful learning.
• Students acquire knowledge through hands-on involvement and should be able to demonstrate and share their acquired knowledge.
• The school environment should encourage a sense of personal responsibility that enables students to acquire greater knowledge and skills which is the foundation for self-esteem.

1.6 Description of Academic Program-Methodologies of Instruction:
We believe that successful learning is based on several foundational methodologies of effective instruction:

1. **Standards-based instruction** which focuses on making the California grade level content standards accessible to all students. This is done through both targeted instruction and pacing plans that use assessment to drive planning and instruction. “Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.” (CDE)

2. **Spiraling the curriculum** which introduces foundational skills and background knowledge in the primary grades and allows students to build on those skills in the upper grades. “First, the student revisits a topic, theme or subject several times throughout a course. Second, the complexity of the topic or theme increases with each revisit. The subjects become more difficult and the student is expected to learn more about the topic and to gain new knowledge or skills. Finally, new learning has a relationship with old learning.” Jerome Bruner

3. **Clearly defined student expectations and accountability** which guide students in establishing goals and devising action plans for success. Clearly defined student expectations ensure that students, teachers, and parents understand what the student must learn; and **student accountability** ensures that students are held responsible for mastery learning.

4. **Differentiated instruction** which incorporates student learning styles and student's interests by targeting both the student's learning strengths and weaknesses. This differentiation allows for individualized learning opportunities to address targeted needs. “Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).”

5. **Integrated content** which incorporates a mixture of challenging content and a variety of tasks that encourages research, critical thinking, and open discussion to challenge all students, particularly those that are high achieving. The quality of instruction is what matters most in educating **English Language Learners** and “Johns Hopkins researchers write that individual components of effective models include integration of language, literacy, and academic content instruction, and cooperative learning.” (Calderon, Slavin & Madden, 2011)

6. **Realia-enriched, Interactive, and/or Multi-sensory instructional experiences** which incorporate pictures; living or non-living objects that one can touch, feel,
smell, taste or hear; and real experiences that necessitate student engagement, exploration and/or intimate involvement with the learning process (e.g., applying the Scientific Method when conducting experiments, acquiring language).

7. **Thematic instruction** which incorporates the use of common key topics centered around a single theme, this approach is very effective with English Learners. Thematic, interdisciplinary units provide the structure needed to integrate language and content.

8. **Cooperative Group Instruction** which incorporates the use of peers to assist each other, and proves to be especially effective when supporting language development for students learning English as a second language.

9. **SDAIE or “Specially designed Academic Instruction in English”** which incorporates techniques to provide comprehensible subject matter and English language acquisition in classes with limited-English-proficient students. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material (content) and in using English (language). “SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and to make grade level academic content accessible for English learners.” (LAUSD, Overview of Title III Plan, 2010)

1.7 **Scope and Sequence:**

The foundation of the instructional program at MCA is based on the California state frameworks and the content standards outlined therein. These documents provide the basis for the scope and sequence at each grade level.

—— Description of Kindergarten Program ——

**Reading and Language Arts:**

- Kindergarten students will follow the **English-Language Arts state content standards**. These standards include: word analysis, fluency, print awareness, and systematic vocabulary development.
- Kindergarten students will also recognize the **conventions of English** including: the use of a capital letter to begin a sentence, a punctuation mark at the end of a sentence, and the knowledge that a proper name begins with a capital letter.
- **Benchmarks** include knowledge of concepts about print including: phonemic awareness, decoding, and word recognition.
- Students will be taught reading comprehension strategies enabling them to identify basic facts and ideas in what they have read, heard, and viewed.
- Students will be able to link letter and sound for recognition and will use pictures
and context clues to make predictions about story content.

- Students will be able to recognize and use complete, coherent sentences when speaking.
- Students will be expected to write a complete sentence using phonetic knowledge, letter names, and Kindergarten High Frequency words.
- The Kindergarten Team will continue to meet regularly to evaluate the program and to assess student progress.
- **Assessments** will be given as aligned with the state adopted Reading and Language Arts program, including the Renaissance Early Literacy assessment in the Technology Lab.
- Through the “Doing Words” intervention program every student will have the opportunity to receive, on a daily basis, individualized instruction tailored to their level.
- **Struggling students** will also receive extra support through small group instruction and skill developmental center based activities.
- **High achievers** will also be challenged through small group support.
- **English Language Learners** will also receive bilingual language support (from the teacher or paraprofessional) and **differentiated instruction** utilizing SDAIE strategies, LIPS strategies and musical activities.
- **Over the next five years**, the needs of the underachievers, high achievers, and ELL students will be addressed through the extended day reading program and intersession classes.
- To improve the kindergarten instructional program, the teachers will work to align their Core Knowledge social studies and science units with the language arts standards. The children will be exposed to a variety of literary selections based upon the **Core Knowledge Reading List** and Literature from the State adopted Language Arts program.

**Mathematics:**

- **Mathematics instruction on the Kindergarten level** will encompass the state content standards. The current math program incorporates the concepts of number sense, patterns, classification, money, computation, measurement, geometry, and problem solving.
- **Assessments** include chapter tests which measure the ability to classify, sort, and identify objects, and the ability to manipulate objects and numbers to complete a given task. Additional assessments will include teacher observations and the evaluation of homework assignments.
- **High achievers** will be exposed to more challenging math activities.
- **Struggling Students** will be re-taught, retested, and will participate in additional small group activities. They will also have additional concrete manipulative activities.
- The needs of **ELL students** will be addressed through interactive experiences in small cooperative groups using manipulatives, opportunities to role play story problems, repetition of concepts, introduction of vocabulary through daily calendar activities, and reflection of the concepts being taught.
• Over the next five years the Kindergarten team will continue to meet to improve the mathematic instructional program. Teachers will attend training for assisting struggling students/high achievers and integrate different strategies to teach the California State Standards.

Social Studies:

• The Kindergarten classes will follow the Social Studies units outlined by the California State Social Studies Standards with Core Knowledge Sequence support.
• The expectations include being able to identify and locate the 7 continents, the Atlantic and Pacific Oceans, and the North and South Poles. The students will be able to name and locate the city and state in which they live. The students will study at least one Native American tribe and learn about four past presidents as well as the current president.
• They will study several symbols including the Statue of Liberty, the American flag, the White House, and Mount Rushmore.
• The students will study the history of the voyages of Columbus and Independence Day (July 4).
• They will study the early exploration and settlement of the country emphasizing the experiences of the Pilgrims.
• Benchmarks include being able to identify both maps and globes and what they represent. Students will relate maps and globes to the world around them. They will develop a spatial sense and be able to locate rivers, lakes, and mountains that are represented on maps and globes.
• Assessments include teacher observations and student portfolios.
• High achievers and struggling students will receive addition support as needed through small group instruction and developmental centers.
• ELL students will be exposed to more repetition, use of peer tutors, and SDAIE strategies utilizing realia.
• Over the next five years instruction will continue the development of student appreciation of their place in the world, understanding of the physical and human characteristics of the environment, understanding the purpose of the rules in society and develop an awareness of the characteristics of specific regions and cultures. Teachers will also continue to develop more comprehensive units in the area of social studies.

Science:

• The Kindergarten classes will follow the Science units outlined by the California State science standards with Core Knowledge Sequence support.
• This program covers the areas of plant and plant growth, animals and their needs, the human body, seasons and weather, magnetism, and conservation.
• Benchmarks include having the children identify the five senses, learning how to take care of their body through good nutrition and exercise, and how to take care of animals and their needs.
• **Assessments** will include teacher observations, student participation, and completion of class projects.

• **High achievers** will have additional opportunities for scientific experimentation and will be exposed to more thought provoking inquiry questions.

• **Struggling students** will have more hands-on activities in addition to re-teaching and reviewing lessons.

• **ELL students** will be exposed to ESL lessons on science vocabulary utilizing SDAIE strategies.

• **Over the next five years**: Our goal is to recreate the science lab in the classroom setting that will provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. This will allow students’ natural curiosity to lead them to investigate the world by observing and manipulating common objects and materials in their environment. Students will also learn to interpret their observations by collecting data on which they base their scientific explanations.

**Physical Education:**

• The Kindergarten students will develop **psycho-motor skills** through a series of planned developmental activities during the Kindergarten childrens’ physical education time. These include: participation in motor skills, physical fitness, the development of self-image and social behavior, and activities of recreational interest. The Kindergarten program will also encourage and reinforce these gross motor skills daily in and outside the classroom.

• **Benchmarks** will include children learning how to throw, catch, run, jump, skip, and hop. They will practice cooperation, sharing, taking turns, as well as, eye/hand coordination.

• **Over the next five years** we plan to continue to implement the school’s physical education program as it is currently being taught.

**Performing Arts:**

• The students in Kindergarten will continue to follow the California State Standards with **Core Knowledge Sequence** support for their performing arts curriculum.

• The children will be exposed to the **elements of music** including rhythm, music, harmony, form, and timbre. Music instruction will be delivered both through classroom activities and lessons with the school’s credentialed music teacher.

• Students will learn the **elements of art** including color and line while participating in class and with a credentialed Art teacher.

• The students will be introduced to artists through literature and art activities.

• **Benchmarks** include identification of color, line, shapes, forms, and texture in their works of art and the works of others.

• **Assessments** include teacher observations, student participation, and personal development proficiency in the arts.
— Description of First Grade Program —

**Reading and Language Arts:**

- First grade students are expected to **learn the necessary skills and strategies to write sentences using phonetic spelling and basic grammatical structure** as demonstrated in daily writing assignments and assessed by rubrics.
- First grade students are expected to **learn the necessary skills and strategies for grade level reading comprehension** as demonstrated in daily use of grade level reading material and follow-up questioning to be assessed by comprehension checkpoints and running records.
- First grade students are expected to **identify the setting and characters; retell stories using beginning, middle, and end; and recognize the main idea** as demonstrated in classroom activities based on stories from the reading text and assessed through criterion referenced tests.
- Assessment shows that students are incorporating grade level vocabulary in their writing, use phonetic spelling, and have increased the use of English vocabulary in the classroom and on the playground.
- Assessments have identified several **areas in need of improvement**: student use of appropriate verb tense and subject/verb agreement in oral and written language, acquisition of grade-level vocabulary use and understanding, and spelling words in context (homonyms).
- In the next five years, first grade teachers will attempt to **meet the needs of ELL students** through the use of SDAIE (for content and language support), front-loading of vocabulary, differentiated instruction, scaffolding, modeling specific learning strategies (e.g. look for clues, tap into prior knowledge), and reflection on completed activities.
- In the next five years, first grade teachers will attempt to **meet the needs of underachieving students** through the use of differentiated instruction, one-to-one remediation, introduction of an enriched classroom environment, and peer support through partner tutoring.
- The needs of **gifted students** will be addressed through the use of extended assignments, take home projects that allow for individual creativity, and increased opportunities for students to take leadership roles and to provide support for underachieving classmates.
- In a grade level needs assessment, teachers have identified the need for more decodable readers, restructuring of the ESL program, and picture cards to build vocabulary.
- To improve the first grade instructional program the school will offer intersession, Saturday Learning Academy, more library time, and professional development to improve classroom intervention strategies, and promote parent training to increase home support.

**Mathematics:**
• First grade students are expected to **have a grade level understanding of number sense and numeration** as demonstrated by their ability to name and order the numbers from one to ninety-nine which will be assessed through student performance.

• First grade students are expected to **use grade level measurement skills** as demonstrated when requested to tell time to the hour and half hour which will be assessed through teacher observation.

• First grade students are expected to **use grade level problem solving strategies** as demonstrated through the solution of problems with multiple answers and assessed through weekly criterion referenced tests.

• **Assessment** shows students have an increased ability to interpret picture and bar graphs, recall math facts, tell time to the hour and half hour, and accurately count coins (pennies, nickels, dimes, quarters) to $1.00.

• Assessments have identified several **areas in need of improvement**: practicing math facts and increase automaticity, number sequencing (patterns where numbers have been omitted), and skip counting.

• In the next five years, first grade teachers will attempt to **meet the needs of underachieving students** through re-teach and retesting students who score below 80% on criterion assessments, having students orally explain what they are doing in a step-by-step problem solving strategy, using manipulatives, and peer help.

• The needs of **gifted students** will be addressed through the use of more challenging work, differentiated instruction, and the opportunity to be a peer tutor.

• In a grade level needs assessment, teachers identified a need for overhead manipulatives (i.e. money, pattern blocks), videos demonstrating mathematical concepts, and additional materials to use for re-teaching.

• The needs of **ELL students** will be addressed through interactive experiences in small cooperative groups using manipulatives, opportunities to role play story problems, repetition of concepts, introduction of vocabulary through daily calendar activities, and reflection of the concepts being taught.

• To improve the first grade instructional program teachers will attend training for assisting under-achieving/gifted students, integrate different strategies to teach problem solving skills (i.e. underlining/highlighting key vocabulary), and use weekly team meetings for improving mathematics instruction.

**Science:**

• First grade students are expected to **understand living things and their environment to include habitats, animal classification, and the human body** as demonstrated through student generated projects explaining their acquired knowledge.

• First grade students are expected to **understand matter and its properties**, as demonstrated by observation and investigation.

• First grade students are expected to **understand the relationships between the sun and all living things** as demonstrated by a student-generated project and oral presentation.
Assessments have identified several areas in need of improvement: development and use of grade level scientific vocabulary, opportunities for hands-on participation and involvement in science activities, and application of knowledge/skills to their everyday life.

The ELL Students’ needs will be addressed by defining key concepts and vocabulary and incorporating them through interactive scientific explorations and demonstration in the Science Lab.

In the next five years, first grade teachers will attempt to meet the needs of underachieving students through the implementation of programs that promote participation through the creation of more hands-on activities (such as those students are introduced to in the Science Lab) and the promotion of more take-home activities to encourage parent participation.

The needs of gifted students will be addressed through additional opportunities to extend the skills they have learned in class, the use of a buddy system to pair underachieving students with peer tutors, and the creation of mini-books and home projects that coordinate with the concepts being taught.

In a grade level needs assessment teachers identified the need for additional field trips to museums and special events, more planning time, and additional resources and equipment.

**Social Studies:**

First grade students are expected to understand geographical terms and features as demonstrated by locating them on a map and assessed by teacher observation.

Assessments have identified that students are building on the knowledge they have acquired in kindergarten, actively participate in culmination activities, and enjoy the activity based curriculum.

Assessments have identified several areas in need of improvement: ability of students to share their knowledge with others, using grade level content vocabulary, and moving from content exposure to content mastery.

The ELL students’ needs will be addressed by defining key concepts and vocabulary and incorporating them through interactive activities (e.g. reenactments, music, and movement).

In the next five years, first grade teachers will attempt to meet the needs of underachieving students through: the use of hands-on activities (reenactments), increased student participation, and use of realia.

In a grade level needs assessment teachers find they need more time to develop social studies units, additional field trips to museums and special events, and additional resources and equipment.

To improve the first grade instructional program teachers will attend staff development, refocus team meetings on team issues and concerns, and continue to build classroom resources for the team.

**Visual and Performing Arts:**
First grade students are expected to **participate in movement and dance, play basic rhythms and melodies using simple instruments, and discriminate between high and low pitch, loud and quiet, and fast and slow** as demonstrated when they sing songs with the correct rhythm and melody as assessed by teacher observation during both class time and during music instruction with the music teacher.

First grade students are expected to **learn about different cultures through artistic expression, movement and song, and performances.**

In the next five years, first grade teachers will offer opportunities for all students to achieve through the use of creative expression (song, dance, art, etc.) and give opportunities to experience the Arts through artistic/cultural performances and more time in the art room.

In a grade level needs assessment teachers identified a need for more after school arts programs which are appropriate for first grade students, art prints and materials for classroom use, and classroom sets of musical instruments.

To improve the first grade instructional program teachers will reinforce and integrate standards/skills taught in the Art and Music extended programs into the classroom.

**Physical Education:**

First grade students are expected to **understand the correlation between body movement and physical skill** as demonstrated by running an obstacle course that involves negotiation of spatial relationships and body movement assessed through teacher observation.

First grade students are expected to **understand the rules and how to play grade level games** as demonstrated by participation in ball and gross-motor manipulative activities with another student or the teacher (as modeled in the psychomotor program) and assessed by an instructor checklist.

First grade students are expected to **play cooperatively as demonstrated by taking turns and following the rules** as assessed through instructor observation.

Assessment indicates that students are following directions and have learned the rules of grade level appropriate games. Students practice as a group and perform individually and have begun to learn cooperation both in and out of the classroom.

Assessments have identified several **areas in need of improvement**: the ability for students to wait their turn, catch a 10 inch ball with two hands instead of clutching it to their chest, and the ability to participate in small group activities during recess without direct supervision.

In the next five years, first grade teachers will attempt to **meet the needs of all students** through providing positive feedback and opportunities to all students to become involved in the programs offered, providing modifications in equipment and instruction (as needed) to provide equal access to all students, and the creation of skill based groups to practice specific skills.

A grade level needs assessment indicated that more time is needed to allow the
staff to develop insight and understanding of the physical education program, to
discuss the standards and goals of the program, and the acquisition of
appropriate games and equipment.

—– Description of Second Grade Program —–

Reading:

• Second grade students are expected to use phonetic analysis skills for
decoding and to improve reading fluency as demonstrated thorough oral
reading of spelling patterned words at a rate of 80 words per minute to be
assessed by teacher created criterion-referenced materials.

• Second grade students are expected to comprehend grade level materials as
demonstrated by retelling, summing up, and answering questions based on
thinking strategies to be assessed by publisher assessments (skills practiced in
the classroom and in the library program).

• Second grade students are expected to read a variety of genres at grade level
evidenced by completion of the reading program anthology and reading logs.
They will be assessed through publisher assessments and Accelerated Reader
quizzes. Assessment of student achievement indicates strengths in decoding and
word reading, an increase in the number of students reading at grade level, and
improved reading fluency.

• Assessments have identified several areas in need of improvement:
comprehension, vocabulary development in oral language, and listening skills.

• In the next five years, second grade teachers will attempt to meet the needs of
underachieving students through the use of vocabulary development (ELL)
techniques, teaching of readiness skills, and providing more background
experiences.

• The needs of gifted/high achieving students will be met through the
Accelerated Reading Program, independent projects, and the tying of reading to
extra-curricular projects.

• The needs of ELL students will be met through the use of the language
development component of our language arts program, graphic organizers,
Thinking Maps, pair sharing, echo and choral reading, re-teaching and pre-
teaching of vocabulary, and total physical response activities.

• In a grade level needs assessment teachers identified a need for training in
intervention strategies for primary students, differentiated instruction, and early
language and speech problems.

• To improve the second grade instructional program teachers will use
assessments to identify areas of need and will continue to attend staff
development training and conferences.

Language Arts:
• Second grade students are expected to use models to compose their own writing. They will use the writing process to write friendly letters, narrative paragraphs in sequence, and opinion pieces. Second grade students are expected to use grade level mechanics and syntax as demonstrated by the writing of sentences throughout the content areas and assessed through teacher created writing prompts.

• Second grade students are expected to use grade level vocabulary on a daily basis as demonstrated by participation in cooperative group activities to be assessed through publisher assessments.

• Assessment of student achievement indicates strengths in punctuation and content and organization.

• Assessments have identified several areas in need of improvement: capitalization, language usage, sentence structure, and study skills.

• In the next five years, second grade teachers will attempt to meet the needs of underachieving students through the use of vocabulary development techniques, writing throughout the content areas, and increased opportunities to build experiences through the use of realia, field trips, and arts performances.

• The needs of gifted/high achieving students will be met through the use of realia, extension of educational opportunities outside of the classroom, and participation in arts program performances.

• In a grade level needs assessment teachers identified the need for more instructional time for oral language, and increased opportunities for language development.

• To improve the second grade instructional program teachers will strive for consistency in the writing program.

Mathematics:

• Second grade students are expected to show automaticity in addition and subtraction facts as demonstrated by the correct solution of computation problems to be assessed during weekly fact assessments.

• Second grade students are expected to solve real life problems involving geometry, money, graphs, measurement, and fractions as demonstrated during daily problem solving activities at the math meeting board to be assessed by teacher checklists and weekly assessments.

• Second grade students are expected to find the sum or difference of two whole three-digit numbers as demonstrated during weekly assessments.

• Assessment of student achievement indicates strengths in computation, facts skills, and solving word problems.

• Assessments have identified several areas in need of improvement including identifying place value, measurement, regrouping in subtraction, elapsed time, and money values.

• In the next five years, second grade teachers will attempt to meet the needs of underachieving students through the development of a classroom math intervention tutoring process, small group tutorials, and the increased use of
• The needs of **gifted/high achieving students** will be met through increased math application opportunities and projects to apply higher-level concepts.
• The needs of **ELL students** will be met through scaffolding math vocabulary, acting out math problems, drawing diagrams, and making oral responses during math meeting.
• A grade level needs assessment shows a need for increased math instruction time, more parent training so parents can reinforce math skills at home, and the use of whole group instruction time to re-teach critical skills.
• To improve the second grade instructional program teachers will gather supplemental instructional materials and increase the use of manipulatives during instruction.

**Science:**

• Second grade students are expected to understand the life cycles of plants as demonstrated by the explanation of plant development and teacher created assessments.
• Second grade students are expected to understand the life cycles of animals as demonstrated by a drawing and writing a summary of metamorphosis to be assessed by teacher made rubric.
• Second grade students are expected to understand the functioning of simple machines as demonstrated the hands-on experiences in the Science Lab and by the building of a model and writing an explanation of how it functions and how it simplifies work to be assessed by performance based evaluation.
• Assessment of student achievement indicates an increased interest in science and the development of a broader background due to the integration of the content areas across the curriculum.
• Assessments have identified some areas in need of improvement including more opportunities to build an experience base through models, field trips, and hands-on experimentation.
• In the next five years, second grade teachers will attempt to meet the needs of underachieving students through field trips, guest visitors to the classroom, and the use of realia.
• The needs of **gifted/high achieving students** will be met through readable materials and research projects, the introduction of a science club, and the opportunity to serve as science peer mentors.
• In a grade level needs assessment teachers asked for demonstration lessons and mentoring by the Science Lab teacher, the expansion of the Science Lab, and more resources for parents to encourage science learning at home.
• The needs of **ELL students** will be met through hands-on experimentation, read alouds, diagram use, and showing videos and picture cards to build background knowledge.
• To improve the second grade instructional program teachers will investigate science fairs, standardize science projects across the grade level, and develop home projects to increase parent participation.
Social Studies:

- Second grade students are expected to differentiate between past and present as demonstrated by comparing and contrasting modes of transportation in two historical eras such as covered wagons and automobiles to be assessed by teacher observation.
- Second grade students are expected to begin to understand the human rights struggles of the peoples and leaders of the civil rights movements as demonstrated by the composition of a class play about Harriet Tubman and assessed through performance based evaluation.
- Second grade students are expected to understand major geographic features and countries as demonstrated by the labeling of a world map and assessed by a teacher checklist.
- Assessment of student achievement indicates increased student interest in historical events, increased awareness of our country and what it means to be an American, and increased exposure to cultural diversity.
- Assessments have identified some areas in need of improvement including a need for more grade appropriate, content-based classroom materials, and increased opportunity for providing personal experiences to build background knowledge.
- In the next five years, second grade teachers will attempt to meet the needs of underachieving students through the use of realia, readable materials, research opportunities, the introduction of living history presentations by outside experts, use of Reader’s Theater to introduce content subjects, and integration of cooperative group activities.
- The needs of gifted/high achieving students will be met through research reports and the use of internet access to expand content resources.
- The needs of ELL students will be met through picture dictionaries, read alouds, Singlish (a singing program for ELD), vocabulary picture cards, and content books on tape.
- In the second grade level needs assessment teachers identified a need for additional appropriate grade level content reading materials and hands-on materials.
- To improve the second grade instructional program teachers will organize common resources to ensure access to all students.

Visual and Performing Arts:

- Second grade students are expected to develop vocal and instrumental music skills in order to perform a varied repertoire as modeled in the Music Room and demonstrated by singing a variety of grade level songs and improvising simple rhythmic and melodic accompaniments using voice, body, and classroom instruments assessed through performance based evaluation.
- Second grade students are expected to investigate major themes, historical periods, and styles of theater in various world cultures demonstrated
through the retelling of stories in dramatic form using expressive vocal and
movement techniques to be assessed by teacher created rubric.

- Second grade students are expected to **identify visual elements and principles of design using the language of visual arts** as modeled in the Art Room and demonstrated through the identification and discussion of art elements found in the environment, their own artwork, and the artwork they are studying with emphasis on color and space assessed by teacher checklist and classroom discussion.

- Assessment of student achievement indicates the Arts Program has expanded the integration of the arts across the curriculum, increased professional development in the arts, and elevated the awareness of the arts.

- Assessments have identified several **areas in need of improvement** including staff development in the instruction of the elements of art to increase student skill and creative expression and the creation of units incorporating sequential and developmentally appropriate instruction.

- In the next five years, second grade teachers will attempt to meet the **needs of underachieving students** through the continuation of experiences (hands-on, field trips) which provide a base for creative expression, providing more time for students to find expressive outlets in the arts and using the arts as connectors to content areas across the curriculum.

- The needs of **gifted/high achieving students** will be met through integrating the arts through the content areas and providing opportunities for performances and attending off-campus performances (theater, opera, symphonies, museums).

- In a grade level needs assessment teachers identified a need for space for music and dance rehearsal, an art studio/gallery for creating and displaying artwork, and the introduction of an instrumental music program (orchestra) to showcase student performances.

- To improve the second grade instructional program teachers will attend further staff development and will collaborate with the visual and performing arts teachers.

**Physical Education:**

- Second grade students are expected to **develop physical skills including body awareness, motor efficiency, and multi-sensory integration in order to perform and describe dance movement** as introduced by the PE instructors and demonstrated by student performance of basic movement skills such as marching, hopping, running, and skipping evaluated by teacher checklist.

- Second grade students are expected to **develop muscular strength by use of progressive exercise** as assessed by performance based teacher rubric.

- Second grade students are expected to **develop locomotor skills through participation in team sport activities** to be assessed by standards assessments.

- Assessments have identified a key **area in need of improvement**: development of basic skills.

- In the next five years, second grade teachers will **meet the needs of**
underachieving students by teaching developmental skills in a sequential, systematic program incorporating fine motor movement and locomotor skills.

- The needs of gifted/high achieving students will be met through increased opportunities in the classroom and participation in Folklorico dancing.
- In a grade level needs assessment teachers identified a need for a "fitness circuit," sequential organization of the PE program, the introduction of specialists to teach skills, more and varied equipment, and the introduction of intramural sports.
- To improve the second grade instructional program teachers will institute a skill-based instructional program which is systematic and sequential, begin an articulation with the first grade teachers to build on skills that have been taught previously, and begin a consistent fitness program for second graders.

— Description of Third Grade Program —

**Reading and Language Arts:**

- Third grade students are expected to understand the basic features of reading and select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts as demonstrated during oral reading of grade level literature to be assessed through teacher observation and appropriate checklists.
- Third grade students are expected to read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression as demonstrated when assessed for grade level fluency at the end of each reading unit.
- Third grade students are expected to read and understand grade level appropriate material, draw upon a variety of comprehension strategies, and generate and respond to essential questions as demonstrated when assessed by story checkpoints (multiple choice comprehension questions) given every week.
- Assessment of student achievement is indicated by improvement through the Accelerated Reader and California STAR Programs.
- Assessments have identified several areas in need of improvement including vocabulary, reading comprehension, and writing strategies.
- Third grade students are expected to produce a variety of grade level writing samples (sentences, paragraphs, stories, letters, poems, and reports) to be assessed by rubrics for writing assignments.
- Third grade students are expected to learn to use grade level spelling and grammar as demonstrated by spelling tests assessed by the teacher.
- Third grade students are expected to write legibly in cursive as demonstrated by daily use of cursive by the end of the school year.
- Assessment of student achievement (through the Renaissance Reading Program) indicates achievement growth in all areas.
- Assessments have identified several areas in need of improvement including revising drafts to improve the coherence and logical progression of ideas by an
established rubric.

- In the next five years, third grade teachers will attempt to meet the needs of underachieving, gifted/high achieving, and ELL students through classroom use of RTI strategies.
- Teachers will meet regularly in collaboration to identify students in need of intervention or enrichment.

**Mathematics:**

- Third grade students are expected to calculate and solve problems involving addition, subtraction, multiplication, and division and use the inverse relationship of addition and subtraction or multiplication and division to compute and check results.
- Third grade students are expected to select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships using strategies, skills, and concepts to find solutions to grade level math computations and math word problems.
- Third grade students are expected to use appropriate non-standard and standard measurement systems and measurement tools to estimate or directly measure length, time, and temperature, as well as, to describe and compare the attributes of plane and solid geometric figures using their understanding to show relationships and solve problems.
- Students are expected to conduct simple probability experiments by determining the number of possible outcomes and to make simple predictions.
- Assessment of student achievement is compiled through weekly math assessments, teacher made tests, teacher observations, group projects, and the Renaissance Math Assessment scores.
- Assessments have identified a key area in need of improvement: logical thinking in word problems.
- In the next five years, third grade teachers will attempt to meet the needs of underachieving, gifted/high achieving and ELL students through math tutoring, peer tutoring, and the use of math manipulatives.

**Science:**

- **Physical Sciences:** Third grade students are expected to know that energy and matter have multiple forms and can be changed from one form to another. Students know energy comes from the Sun to Earth in the form of light. Students know sources of stored energy take many forms. Students know machines and living things convert stored energy to motion and heat. Students know energy can be carried from one place to another by waves. Students know matter has three forms: solid, liquid, and gas. Students know all
matter is made of small particles called atoms. Students are expected to know that light has a source and travels in a direction.

- **Life Sciences:** Third grade students are expected to know that adaptations in physical structure or behavior may improve an organism’s chance for survival. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. **Students know examples of diverse life forms in different environments, such as: oceans, deserts, tundra, forests, grasslands, and wetlands.** Students know living things cause changes in the environment in which they live.

- **Earth Sciences:** Third grade students are expected to know that objects in the sky move in regular and predictable patterns. Students know the way in which the Moon’s appearance changes during the four-week lunar cycle. Students know telescopes magnify the appearance of some distant objects in the sky. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. **Students know the position of the Sun in the sky changes during the course of the day and from season to season.**

- **Investigation and Experimentation:** Third grade students are expected to conduct experiments, ask meaningful questions, and conduct investigations. Students use numerical data in describing and comparing objects, events, and measurements. Students predict the outcome of a simple investigation and compare the result with the prediction.

- Third grade teachers will meet the needs of **under achieving, gifted/high achieving, and ELL students** through modified assignments, hands-on activities, and experiments. All students will have additional hands-on experiences in the Science Lab.

- All students will be assessed through teacher-made or curricular-created tests, assignments, and culminating projects.

**Social Studies:**

- Third grade students are expected to **identify geographic features found in their local region (e.g. deserts, mountains, valleys, hills, coastal areas, ocean, lakes)** demonstrated by labeling maps and assessed by a geography test.

- Third grade students are expected to **describe American Indian natives of their local region as well as tribes from the Northwest, Southwest, Eastern Woodlands, and Woodlands/Plains** as demonstrated by completing activities and projects and assessed by a test on Native American tribes.

- Third grade students are expected to **understand the stories behind local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals** as demonstrated by assessments that incorporate student-created sentences, paragraphs, and artwork on landmarks, symbols, and documents.

- Assessment of student achievement indicates increased participation in culmination projects.

- Assessments have identified several **areas in need of improvement** including
understanding of overall concepts/Big Idea and support of their knowledge through citing specific facts.

- In the next five years, third grade teachers will attempt to meet the needs of underachieving and ELL students by modifying assignments and including more hands-on activities.
- The needs of gifted/high achieving students will be met by individualized projects.
- In a grade level needs assessment, teachers expressed a need for additional content related videos and field trips.
- To improve the third grade instructional program teachers will collect content related materials to align with the State Standards.

**Visual and Performing Arts:**

- Third grade students develop artistic perception and creative expression through the arts through the disciplines of dance, music, theater, and visual arts (introduced in the Music and Art rooms).
- Third grade students are expected to develop body awareness and movement communication skills as they explore and execute dance elements. They will listen to and analyze music, sing and play instruments, and learn music composition as practiced in the Music Room. The students develop knowledge and skills in acting through observation of and participation in theatrical performances.
- Third grade teachers will meet the needs of all students by providing opportunities for students to play many different musical instruments and participate in a variety of roles during theatrical performances on the auditorium stage or in classroom performances of Reader’s Theater.

**Physical Education:**

- Third grade students are expected to demonstrate motor skills and movement patterns in order to perform a variety of physical activities. This will be taught by the PE instructors during physical education time and evidenced by performing a hand-dribble and foot-dribble continuously while changing directions. Students will also be able to roll a ball for accuracy and catch an object thrown by a stationary partner.
- Third grade students are expected to express knowledge of movement concepts and strategies that pertain to the performance of a variety of physical activities. Students will illustrate this by showing the correct hand position when catching a ball from various locations around the body. Students will also identify relevant methods to increase their accuracy when rolling and throwing a ball.
- Third grade students are expected to assess and maintain a level of physical fitness to improve their health. Students will show this by utilizing warm-up and cool-down exercises during the physical education program. The students will also participate in continuous moderate to vigorous physical activities.
that require the movement of the large muscle groups to increase their breathing and heart rate.

- Third grade students are expected to **show knowledge of physical fitness concepts and strategies** to improve health and performance. Students will explain the purpose of warming up and cooling down before and after physical activity. The students will also be able to **describe and record the changes in their heart rate before, during, and after physical activity.** Lastly, the students will name and locate the major muscles of the body.

- Third grade students are expected to **display and utilize knowledge of psychological and sociological concepts** and strategies that apply to the learning and performance of physical activity. Students will exhibit this by setting a personal goal to improve a motor skill and work toward that goal. The students will also show respect for individual differences in physical abilities among peers.

- Students will be assessed during their assigned physical education program time, as well as, voluntary participation throughout the school day. **Students will be assessed by oral discussion and teacher observation.**

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**Description of Fourth Grade Program**

**Reading and Language Arts:**

- Fourth grade students are expected to **comprehend grade level texts** as demonstrated by summarizing texts and will be **assessed through grade level writing.**

- Fourth grade students are expected to **use appropriate strategies when reading for different purposes** as demonstrated by active engagement in the material and responses to questions based on Bloom’s Taxonomy, as assessed through criterion- referenced tests.

- Fourth grade students are expected to have various purposes for reading as demonstrated by **identifying and understanding the elements within various genres** such as, realistic fiction, expository writing, poetry, etc. as assessed through criterion based reference tests.

- Fourth grade students are expected to **acquire and apply grade level vocabulary** as demonstrated during class discussions and assessed by teachers through informal and formal exams.

- Fourth grade students are expected to **read independently in their zone of proximal development and participate in the Accelerated Reader program.**

- Fourth grade students are expected to be able to **accurately spell at their grade level as well as comprehend vocabulary words** as assessed through written work as well as formal exams.

- Fourth grade students are expected to **use grade level grammar skills** as demonstrated in their writing and assessed through rubrics, checklists, and teacher observation.

- Fourth grade students are expected to **process language** at grade level as demonstrated through oral presentations and assessed by performance rubrics.
• Fourth grade students are expected to **plan their written work** through the use of Thinking Maps.

• Fourth grade students are expected to **understand and use the writing process** as demonstrated in their writing pieces and formal tests.

• Fourth grade students are expected to **write complete sentences and organize their thoughts into paragraphs**.

• **To meet the needs of gifted/high achieving students**, teachers will differentiate instruction, assign research projects, provide enrichment opportunities, and address students’ needs through the Accelerated Reader program.

• **To meet the needs of ELL students**, teachers will offer language support through SDAIE and TPR strategies, the use of realia and manipulatives, as well as maintain a print-rich environment.

• **To meet the needs of underachieving students**, teachers will provide small group and one-on-one instruction as well as refer students into the appropriate intervention, such as: Mustangs on the Move Daily Intervention Program, Saturday Learning Academy, and Off-track Intervention.

• **To improve the instructional program**, teachers will work to develop instructional activities to teach self-editing and peer editing skills, plan together to have uniform projects and assignments, and attend professional development.

**Mathematics:**

• Fourth grade students are expected to **correctly solve grade level problems** by: 1) estimating the answer; 2) calculating the answer using addition, subtraction, multiplication, or division in algorithmic form and 3) checking the solution for reasonableness in weekly criterion referenced tests given after every five instructional lessons.

• Fourth grade students are expected to **solve and create word problems that involve the use of whole numbers, as well as, fractions**.

• Fourth grade students are expected to **understand number sense and place-value** up to the millions place as assessed in weekly criterion-referenced tests.

• Fourth grade students are expected to **understand basic algebraic functions using variables and mathematics symbols** which will be will be assessed through student work and formal tests.

• Fourth grade students are expected to **show grade level mathematical reasoning and data analysis** as demonstrated by the collection of data and the construction of charts and graphs and by the answering of inferential questions on class work and tests.

• Fourth grade students are expected to **compare and contrast perimeter and area, plot points and lines on two-dimensional coordinate grids, and understand plane and solid geometric objects**.

• Fourth grade students are expected to **organize, represent, and interpret numerical and categorical data** and to make predictions for simple probability situations.
Fourth grade students are expected to show mastery in algebra and functions, decimals, fractions, positive and negative numbers, and operations and factoring.

To meet the needs of gifted students, teachers will differentiate instruction and provide enrichment projects, lesson extensions, and independent research projects.

To meet the needs of ELL students, teachers will offer language support through SDAIE and TPR strategies, student access to realia and manipulatives, as well as, maintain a print-rich math environment and an updated math vocabulary wall.

To meet the needs of underachieving students, teachers and paraprofessionals will meet in small groups and provide one-on-one help, as well as, receiving help from advanced students serving as peer tutors.

To improve the instructional program, teachers will collect and evaluate data from the results of the Saxon Math Benchmark Test. Teachers will determine key concepts missed and plan instruction to promote stronger math skills that will result in further understanding of key concepts and real life application of mathematical skills.

Science:

Fourth grade students are expected to understand and apply the scientific method as demonstrated through inquiry-based experiments and assessed by teacher observations.

Fourth grade students are expected to collect and interpret data that explain the relationship between electricity and magnetism.

Fourth grade students are expected to construct series circuits and parallel circuits as well as construct weaker and stronger electromagnets.

Fourth grade students are expected to understand matters relating to Earth Science, (e.g. that rocks are made of minerals) and be able to identify several rocks and minerals.

Fourth grade students are expected to demonstrate an understanding of the Mohs Hardness Scale through formal assessments.

Fourth grade students are expected to show an understanding of Life Science by learning about the food chain and food web.

Fourth grade students are expected to explain that decomposers break down waste products.

Fourth grade students will attend the Science Lab once a week for enriching, hands-on learning experiences which will support the mastery of the state standards.

To meet the needs of Gifted/High Achieving Students, teachers will give students the option of working on extended science standards-based extra credit projects and experiments.

To meet the needs of ELL students, teachers will implement the use of Leveled Science Readers to differentiate and to re-teach instruction.
To meet the needs of underachieving students, the teachers will meet the needs of students by providing additional instruction in science concepts through the use of hands-on experiments and realia, one-on-one support, and small group instruction.

To improve the instructional program, teachers will plan instruction according to data assessment as well as plan and maintain communication with the Science Lab Instructor.

Social Studies:

- Fourth grade students are expected to identify geographical features and regions on a map by recognizing latitude, longitude, water, and landforms.
- Fourth grade students are expected to interpret the map key to locate information on a map of California.
- Fourth grade students are expected to outline the social, political, and cultural history of California as it relates to the rest of the country and the rest of the world, including: Early Exploration, Native Peoples, Rise of the Missions, Ranchos and Pueblos, The Mexican-American War, Transcontinental Railroad, The Gold Rush, and The Pony Express. Students' knowledge will be assessed through class work, tests, and project-based assessments.
- Fourth grade students are expected to participate in long-term projects including a project on the Native Americans that's specific to a tribe, the building of a model mission, and the presentation of the mission in a grade level culmination.
- Fourth grade students are expected to give oral presentations to demonstrate a connection of the knowledge of California History to their everyday lives.
- Fourth grade students are expected to explain the basic function of the local, state, and federal government.
- To meet the needs of gifted students, teachers will provide additional projects based on social studies standards.
- To meet the needs of ELD students, teachers will connect language to students' prior knowledge by using vocabulary pictures, world walls, and realia.
- To meet the needs of underachieving students, teachers and paraprofessionals will provide small group instruction and incorporate realia, the Internet, and visual aids into lessons.
- To improve the instructional program, teachers will continue to create a variety of research projects for off-track vacation time.

Visual and Performing Arts:

- Fourth grade students are expected to have an awareness of various genres of art. These include: dance, music, and the visual arts.
- Fourth grade students are expected to learn to read notes and learn to play the recorder.
Fourth grade students are expected to **attend music class once a week** and 
are required to practice playing musical pieces on their recorder as part of their 
homework.

Fourth grade students are expected to **understand basic music theory and 
perform grade level pieces of music.**

Fourth grade students are expected to **understand the basic elements of 
visual art** (line, shape, value, perspective, etc.) and display it through their 
artwork made in art class and assessed by the teacher.

Fourth grade students are expected to **describe how negative shapes or 
forms and positive shapes or forms are used in art.**

Fourth grade students are expected to **identify pairs of complementary colors 
and discuss how artists use them to communicate an idea or mood.**

Fourth grade students are expected to **describe the concept of proportion in a 
face or a figure.**

To meet the needs of gifted/high achieving students, teachers will provide 
students with opportunities to attend after school enrichment classes once a 
week.

To meet the needs of ELL students, teachers will check for understanding 
several times during art or music class.

To meet the needs of underachieving students, teachers will refer students to 
the Recorder Help class on Tuesdays after school or will model expected student 
work.

To improve the instructional program, teachers will communicate with the art 
and the music instructors to plan instruction and assess students accordingly.

**Physical Education:**

Fourth grade students are expected to **understand and apply the rules of 
grade level games and sports.**

Fourth grade students are expected to **increase their endurance and stamina 
in all physical activities.**

Fourth grade students are expected to **identify healthful choices for meals 
and snacks** that help improve physical performance.

Fourth grade students are expected to **participate fully in any sport, games, 
dance, or exercise and have a good attitude and show good sportsmanship.**

Fourth grade students are expected to **maintain a level of physical fitness to 
improve health and performance.**

Fourth grade students are expected to **participate in appropriate warm-up and 
cool-down exercises** for particular physical activities.

Fourth grade students are expected to **accept an opponent’s outstanding 
skill, use of strategies, or ability to work effectively with teammates as a 
challenge in physical activities.**

Fourth grade students are expected to **include others in physical activities 
and respect individual differences in skill and motivation.**
• Fourth grade students are expected to **demonstrate good sportsmanship** by encouraging each other’s performance through compliments, which encourages everyone to increase their overall level of performance.

• **To meet the needs of gifted/high achieving students**, teachers will teach additional challenging skills or add additional intervals.

• **To meet the needs of ELL students**, teachers will model expected outcomes and encourage participation.

• **To meet the needs of underachieving students**, teachers will provide extra time and/or small group instruction to work with students on a specific skill.

• **To improve the instructional program**, the teachers will integrate physical education activities throughout the curriculum and try to develop a physical program that builds on skills taught in previous grades.

— Description of Fifth Grade Program ——

**Reading and Language Arts:**

• Fifth grade students are expected to **read and understand** grade-level-appropriate material as well as **describe** and **connect** the essential **ideas, arguments, and perspectives** of the text by using their knowledge of text structure, organization, and purpose. Students will be assessed through bi-weekly comprehension exams and Theme Exams (one per five lessons.)

• Fifth grade students are expected to have varying **purposes** for reading as demonstrated by **identifying and understanding** the elements within various **genres**, such as, historical fiction, realistic fiction, biography, poetry, etc.

• Fifth grade students are expected to be able to **decode and understand** grade level vocabulary by exploring **synonyms, antonyms, multiple meanings, prefixes and suffixes**. Students will be **taught strategies to determine the meaning of unfamiliar words** such as word structure, apposition, context clues, and cognates. Students will be assessed through class work, group work, and bi-weekly vocabulary exams, theme exams, as well as teacher observations.

• Fifth grade students are expected to use **grade level grammar skills**, such as **correct capitalization, verb tense, subject-verb agreement, identifying types of sentences, and identifying the various parts of speech as demonstrated** in their writing and assessed through class assignments, bi-weekly, and Theme exams.

• Fifth grade students are expected to **write in complete sentences, use correct grammar** (as indicated in the above section), **use correct verb inflections**, and implement and understand **writing genres**, such as personal narrative, summaries, expository non-fiction, and response to literature. Writing will be assessed through classroom writing assignments, rubrics, and theme exams (The writing genres that are assessed are narratives, expository compositions, response to literature, etc).
• Fifth grade students are expected to **accurately spell grade level spelling and vocabulary words** as assessed through written work and formal assessments. Students are also expected to identify misspelled words and correct them during peer editing, class work, or theme exams.

• Assessments have identified several **areas in need of improvement**:
  - vocabulary development, reading comprehension, and the use of making inferences. In order to **ensure the improvement** in these areas we will **teach test-taking strategies** for reading comprehension and vocabulary, such as test taking steps, elimination, context clues, word structure, apposition, and cognates.

• In the next five years, fifth grade teachers will attempt to meet the needs of **underachieving** students through the **implementation of tier one and tier two response to intervention (RTI)** such as: small homogenous learning communities within the classroom, teacher-lead small groups, peer tutoring, extra support through classroom paraprofessionals, and other school-wide intervention services (off-track intervention and Saturday Learning Academy).

• The needs of the **gifted/high achieving students** will be **addressed through the Accelerated Reader Program and classroom extension and enrichment activities** that allow for individual creativity, research projects, and an accelerated pacing plan.

• For **English Language Learners (ELL)**, we will **implement SDAIE strategies** such as visuals, total physical response (TPR), cooperative learning community, think-pair share, chants, and extra support through our paraprofessionals. By looking at their language proficiency, we **plan and accommodate lessons based on individual student needs**. We **require student response in complete sentences**, using sentence starters if necessary.

• To improve the fifth grade instructional program, the teachers have **developed consistent rubric assessments, standards based backward planning, planning for intervention needs, team support, and collaboration.**

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**Mathematics:**

• Fifth grade students are **expected to correctly solve grade level problems** by:
  1) estimating the answer; 2) calculating the answer using addition, subtraction, multiplication, or division in algorithmic form; and 3) checking the solution for reasonableness in weekly tests given after every five instructional lessons.

• Fifth grade students are **expected to solve word problems by identifying the information necessary to solve the problem**, selecting a strategy that will lead to a solution, and determining the appropriateness of the solution as assessed in daily class work, homework assignments, exams, and benchmarks.

• Fifth grade students are expected to **understand the relationships between fractions, decimals, percentages, and ratios.**
Students are expected to understand number sense, patterns and functions, geometry, algebra, statistics, and rounding. Students will be assessed through daily class work, exams, and benchmark tests.

In the next five years, fifth grade teachers will meet the needs of underachieving students by using data (e.g. results from the STAR Program) to identify specific student needs, as well as, strategies and programs within small group instruction; offering individualized assistance in teacher-lead small groups and the integration of realia, chants, illustrating the math problem, using manipulatives, and strategies to use when solving a math problem such as reading one sentence at a time when solving a word problem.

The needs of gifted/high achieving students will be met through expanding the math program to go beyond basic grade level skills, providing opportunities to use higher level skills in real life problems. Students will also have accelerated pacing and will have the opportunity to expand and learn different ways to solve problems. They will also have opportunities to explain their problem strategies to their peers.

For English Language Learners (ELL), we will implement SDAIE strategies such as visuals, total physical response (TPI), cooperative learning community, think-pair share, chants, and extra support through our paraprofessionals. By looking at their language proficiency, we plan and accommodate lessons based on individual student needs. We require that students respond in complete sentences, using sentence starters if necessary.

To improve the instructional program teachers will: develop and share effective instructional strategies and create common assessments that go beyond the weekly and benchmark exams. Teachers will also share small group activities used in class that were proven to be successful.

Social Studies:

Fifth grade students are expected to describe the ways of life of the Native American tribes (pueblo people of the desert southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River)

Fifth grade students are expected to trace the routes of early explorers and describe the early explorations of the Americas. They will also become familiar with early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and their technological developments that made sea exploration possible (e.g., compass, seaworthy ships, gunpowder). Students will be assessed through the interpretation of chronological time lines and student creation of written time lines.

Fifth grade students are expected to understand conflicts that existed among the American Indians and the new settlers (colonists). They are also expected to understand the ways that these two groups cooperated (e.g., in agriculture, the fur trade, treaties).
• Students are to understand the colonial era (founding of the original 13 colonies, and identify on a map the locations of the colonies). This area will be assessed through teacher observation and class work.

• Students are to describe the people and events associated with the development of the U.S. Constitution such as understanding how the Constitution was designed for liberty.

• Students are expected to understand Westward Expansion, name the states and territories that existed, detail the reasons for the Louisiana Purchase, describe the continued migration of Mexican settlers into Mexican territories, etc.

• Students are expected to know the location of the current 50 states and the names of their capitals. Students will be assessed with map exams labeling states and capitals.

• Grade level instruction will include standard based projects.

• In the next five years, teachers will try to meet the needs of underachieving students through opportunities to create hands-on experiences (the use of realia, videos, songs etc.); use of graphic organizers will help with comprehension of events, and vocabulary development activities will allow students to comprehend certain concepts discussed.

• The needs of gifted/high achieving students will be met through individual hands-on projects, extension activities, and the integration of pieces of historical/fictional literature.

• For English Language Learners (ELL), we will implement SDAIE strategies such as visuals, total physical response (TPI), cooperative learning community, think-pair share, chants, and extra support through our paraprofessionals. By looking at their language proficiency, we plan and accommodate lessons based on individual student needs. We require that students respond in complete sentences, using sentence starters if necessary.

Science:

• Fifth grade students will understand and apply the scientific method as demonstrated by investigations and hands on science experiments (conducted in the classroom and the Science Lab) and assessed by teacher observations and classroom assignments.

• Students are to understand concepts in Physical Science (Chemistry), Life Science (Plants and Body Systems), Earth Science (Weather, Water Cycle, Astronomy), and Investigations. These areas will be assessed through class work, the Science Lab, exams, and projects.

• Fifth grade students will use graphic organizers to aid understanding, to collect and interpret data, and to express conclusions in an expository text. This will be assessed in class work and notebook.

• Fifth grade students will predict, deduce, and interpret data to recognize patterns of change as demonstrated using charts, graphs, and exams from current program or through teacher created exams based on standards.
Assessments of science achievement will show that students have increased their understanding of the scientific method during experiments, and increased achievement on the STAR science test.

In the next five years, teachers will meet the needs of underachieving students and English language Learners through exposure to the Science Lab, using more hands-on experiments, taking notes using visuals, mixing with the high achieving students, vocabulary cards, front loading vocabulary, total physical response (TPR), and increased opportunities to write about and discuss their investigation findings.

The needs of gifted/high achieving students will be met through extended assignments requiring students to use the internet and other outside sources, creating their own projects, researching questions, and sharing their extended assignments, and serving as peer mentors.

For English Language Learners (ELL), we will implement SDAIE strategies such as visuals, total physical response (TPR), cooperative learning community, think-pair share, chants, and extra support through our paraprofessionals. By looking at their language proficiency, we plan and accommodate lessons based on individual student needs. We require that students respond in complete sentences, using sentence starters if necessary.

To improve the instructional program, teachers will follow pacing plans to insure that all standards are taught in a timely manner and look at previous STAR test scores to identify areas in need of improvement.

Visual and Performing Arts:

Fifth grade students are expected to develop vocal and instrumental music skills as demonstrated by reading and writing notes and playing the recorder (first taught in the Music room).

Fifth grade students are expected to develop knowledge of artistic skills in a variety of visual arts media and analyze, interpret, and derive meaning from works of visual arts as demonstrated by the use of appropriate level of technical skills in the creation of original art and interpretation of works of art (first taught in the Art room) as assessed by teacher observation and student work.

Fifth grade students are expected to develop knowledge and skills in acting through exploration of the elements of theater including movement and voice as demonstrated by participation in improvisational drama activities.

Assessment of the arts program achievement shows students have increased their performance repertoire on the recorder begun in the fourth grade, use Readers theatre to reinterpret literature pieces, and use creativity to illustrate research projects.

Areas in need of improvement include increasing student’s willingness to take risks and try a variety of activities, to go beyond stereotypical gender roles, and to use observation skills more effectively.

In the next five years, fifth grade teachers will meet the needs of all types of learners by providing more opportunities for exposure to real life art and artists, more time to develop skills, and expand integration of the arts throughout the
curriculum. Students will also have opportunities to join extended activities such as chorus and drama groups.

- To improve the instructional program teachers will implement components of the visual arts programs developed by the arts prototype program, collaborate with the visual and performing arts instructors, and try to expand the school day to include more art activities.

**Physical Education:**

- Fifth grade students will demonstrate a **knowledge of movement** skills including dance, sports, and physical fitness as demonstrated by student performance of basic locomotor skills, non locomotor skills, and object manipulation with balance, speed, and accuracy and will be assessed by the performance based fifth grade physical fitness test.
- Fifth grade students will understand the elements of self-image and personal development by participating regularly in physical activities with their peers and demonstrating the ability to understand and accept differences in ability level of their own performance and that of their peers by keeping a fitness journal to record their personal exercise program and progress towards meeting goals.
- Fifth grade students will demonstrate an awareness of social development and group interaction by working with another student or in small groups to support each other in meeting challenges, testing each other’s skills, and working and playing together to be assessed through teacher observation as students demonstrate sharing and inclusion when forming teams, taking turns with equipment, and interacting positively in small group games and activities.

**Assessment** of physical education achievement show students willingly participate in cooperative group sports during break periods, show good sportsmanship, and assume leadership roles as play leaders.
- The needs improvement assessment shows students need to develop better overall fitness, improved self-image, and increased body fitness.
- In the next five years, fifth grade teachers will meet the needs of underachieving students by encouraging them to use a fitness journal in which they will set goals and note positive achievements, individualized instruction, and practice opportunities and offering a wider variety of sports activities.
- The needs of gifted/high achieving students will be meet through providing more challenging opportunities to learn new skills, to develop team building techniques, and to practice leadership abilities.
- Grade level needs assessment indicates that more and varied equipment needs to be purchased, new activities will be taught, and improved physical facilities will be constructed. To improve the instructional program teachers will update and modernize the instructional program, attend content workshops, and better prepare teaching assistants for supervising physical activities during recess and lunch.

**1.7b Extended Programs**
The MCA visual arts extended program begins with a foundational skill development base in pre-kindergarten and kindergarten. Students in grades 1-5 follow a skills application process in a more comprehensive program. The Extended Arts program is a vehicle used to expose our students to the world of visual arts. Fine art prints are displayed as models, studied to understand the composition and application of skills, and critiqued to refine the concepts involved in art appreciation. The students are given both a taste of art history and multicultural art. The art teacher plans lessons which provide students with a strong foundation covering the principles and elements of art. These lessons are not only standards-based but are tied to each grade level's curriculum as well. Children who wish to further expand upon their talents are offered enrichment lessons in an after school program led by the arts teacher in a small group setting.

The purposes of the MCA Science Lab extended program are to:

- Deliver targeted instruction, after meeting with classroom teachers, to determine the specific science content needs of their students
- Demonstrate standards-based, hands-on science lessons for teachers and their students
- Incorporate differentiated instruction, vocabulary development, and peer-assistance techniques into demonstration lessons
- Assist teachers with classroom instructional content and strategies, use of the science text, and the development of multiple format assessments

The science teacher plans and instructs standards-based demonstration lessons for grades kindergarten through fifth in the science lab. In the lab, a classroom of students is divided into small groups with a student leader. Guided by the science teacher, students conduct science investigations and experiments using the scientific process, record their observations, discuss their experiences and the data generated, and strive to build a deeper understanding of the Big Ideas in physical, earth, and life sciences. The science teacher is also a resource for developing classroom lessons and is available to teach classroom lessons demonstrating effective strategies for using the state adopted texts. The science teacher also provides staff development as requested by the administration and/or the Curriculum committee.

The MCA performing arts extended program provides standards-based lessons and activities for Pre-Kindergarten to Fifth Grade students in the areas of Music, Dance, and Theatre. The lessons are designed to promote thinking skills, motor skills, expression, creativity, and self-confidence – while sparking interest and being fun. Students demonstrate proficiency in artistic perception, historical and cultural context, and aesthetic valuing in the disciplines of Music, Dance and Theatre. Orff Schulwerk, a world-renowned method for teaching and learning music and movement, is greatly utilized. Besides regular whole class weekly lessons, upper-grade students are given the opportunity to participate and have school wide performances in Chorus, Drama, and Musical Theatre.
Montague’s technology extended program is aimed at teaching our students the essentials of computers and technology. We use the ISTE NETS for Students (National Educational Technology Standards) as a foundation for our technology program. It is our goal that upon culminating from Montague, our alumni have adequate knowledge of computers for a successful transition to middle school. Some of the skills include but are not limited to: word processing, Internet basics, advanced search engine queries, HTML, Power Point, and digital photography. Our students have access to a computer lab where they can use computers for language arts enrichment software, mathematical skills building activities, and any scholastic activity that can be accomplished with the use of computer technology.

The Montague Library extended program is run by a certificated teacher. All grade level classes come to the library on a regular and equitable basis. Library lessons alternate with library check out time and Accelerated Reader quizzing. The library lessons are built around a combination of the grade level California English Language Arts Standards and the California School Library Association Information Literacy Skills Continuum. The students work on both learning how to access the library materials and resources (including library classification systems) and building a better understanding of reference materials and types of literature. In addition, we strive to build a love of books and learning in all of Montague’s students.

MCA is committed to ensuring that all of MCA’s students become mentally, socially, and physically healthy students. All of MCA’s students participate in the Physical Education Extended Program to ensure compliance with the California education law requiring 100 minutes of structured physical education instruction each week. Each grade level participates weekly in 60 minutes of structured physical activities led by MCA’s Physical Education Instructors. Instruction is based on the three standards set forth in the California Education Framework:

- Goal 1: Movement Skills and Movement Knowledge (Exercise)
- Goal 2: Self-Image and Personal Development
- Goal 3: Social Development

Montague’s two physical fitness instructors are trained annually through the LA County Office of Education’s summer training program. Student progress in the physical education extended program is assessed through multiple measures: skill checklists, teacher observation, and the annual state Physical Fitness Assessment.

We are also assisted in developing a scope and sequence that meets the needs of our students through additional resources that may include but are not limited to:

- **State approved textbooks and materials** that have been adopted by the MCA Board and are based on the California standards. For mathematics, all grades use Harcourt Brace’s California Saxon Mathematics program (2008). For English Language Arts, all students use Harcourt Brace’s 2010 HSP California Excursions program. For Science, first and second grade teachers have created

- **The Core Knowledge Sequence** that outlines a scope and sequence that expands beyond the California state standards. The Core Knowledge Sequence provides a core curriculum that is coherent, cumulative, and content-specific in order to help students establish strong foundations of knowledge, grade by grade, in the areas of language arts, history, geography, mathematics, science, and the fine arts. The Sequence complements the California State Standards by providing additional supplementary content. Our intent in the use of the Sequence is to ensure that our students are fully educated and can participate in civic life by providing them with the shared body of knowledge that makes literacy and communication possible.

- **Cross Grade-level articulation** that occurs during regular track meetings and at the Curriculum Committee meetings, which facilitates a reduction in the repetition of content across grade levels.

Yearly adjustments are made to our grade level instructional programs based on student data results.

1.8 **Selection of a Curriculum that Addresses the California Content Standards:**

The following policies are in place to ensure that the curriculum used at MCA addresses the content standards:

- The primary instructional resources are state approved programs, textbooks, and materials.
- The standards are made accessible to all students through lessons designed to be appropriate for the age and language development level of the students.
- Grade level teachers collect student work samples that demonstrate mastery of the standards and can serve as models for students.
- Grade level assessments are aligned to state standards and the data from these assessments are used to drive instruction.
- Grade level pacing plans, checklists, and timelines are in place to facilitate program and standard implementation.

1.9 **Research-based Instructional Program:**

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

Isabel Beck, a leading educational researcher, collaborated and helped develop Harcourt’s HSP California *Excursions* series. The pedagogy used is based on research of the effects of long-term vocabulary instruction on reading comprehension (Beck, *Journal of Educational Philosophy*, 1982). *Excursions*’ writing program also incorporated research-based effective strategies for teaching writing (Kame‘enui, *Effective Teaching Strategies that Accommodate Diverse Learners*, 2002).

The program instruction is adapted and differentiated to make benchmarks more accessible to the students. The success of these programs is monitored yearly in part by the AYP, API, and Annual Measurable Outcomes processes. Local monitoring is more frequent and includes classroom based assessments and computerized assessments through the Accelerated Reader Program and Renaissance Early Literacy, reading, and math assessments.

1.10 **Textbooks and other instructional resources:**

Texts and instructional resources used at MCA are California content standards-based and have been shown to be effective with student populations similar to ours. 61% of MCA’s student population is comprised of second language learners. California *Excursions*’ English Language Arts program incorporates current research on effective teaching practices for second language learners (Gerston, *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*, 2007). *Excursions*’ targeted vocabulary, writing units, and content skill lessons are specifically designed to meet the needs of English Learners (Hinkel, *Second Language Writers’ Text: Linguistic and Rhetorical Features*, 2002 & Scarcella, *Accelerating Academic English: A Focus on English Language Learners*, 2003).

Throughout Saxon Math, research-based strategies for English Learners are built into the daily lesson format. Lesson concepts and skills are developed through engaging, hands-on/minds-on activities and rich mathematical conversations that are modeled and scripted for every teacher. Conversations involve complex academic language and are associated with higher order thinking skills, literacy, and content instruction at children’s appropriate stages of language acquisition (Cummins, 2000). Based on the theoretical concept of cumulative learning (Gagne, 1965) and more recent cognitive theory (Anderson, 1983) Saxon Math emphasizes incremental instruction of math concepts and repeated, distributed practice of these concepts. Student ability to utilize concepts and strategies is reinforced during their academic career with the interwoven practice of previously learned math skills throughout the program.
Yearly we review the assessment data and use that information to evaluate the effectiveness of our current instructional materials. Any changes will follow the policies outlined previously.

1.11 Plan for Serving Academically Low-Achieving Students

Students who are at-risk of retention, who have been retained, or who are achieving below grade level receive additional support through priority placement in intersession classes and participation in in-school and after-school intervention programs. Academically low-achieving students are identified through a multifaceted approach utilizing summative and formative assessments, teacher observations, parent input, and performance on standardized assessments including the California Standards Test (CST) and the CELDT.

Additionally students receive assistance through participation in the following activities:

- **Differentiated instruction** designed to meet the needs of varied learning levels and styles within the classroom. Teachers modify instruction based on student needs to ensure that the curriculum is accessible to all students. This strategy allows academically low-achieving students to access classroom curriculum learning the same instructional content as their peers.

- **Classroom RTI strategies/interventions** “Response to Intervention (RtI), a school wide process of early intervention and prevention of academic and behavioral problems. It is a process that utilizes all resources within a school in a collaborative manner to create a single, well-integrated system of instruction and interventions guided by student outcome data.” This strategy allows for targeted intervention to assist students in mastering grade level standards both in the classroom and outside of the classroom during the school day.

- **Small group instruction/skill development** focuses on center-based activities where students can work independently, with peers, or one-on-one with an adult. This strategy allows students to practice skills independently using self-checking to build confidence or to receive intensive focused instruction while interacting with their peers or an adult in a small setting providing support towards achieving grade level standards.

- Through the use of **Re-teaching** teachers are able to provide students with additional interactions with key concepts that have been identified as an area of need. This allows students to learn skills taught using a different approach to the content as a targeted intervention towards achieving grade level standards.

- Teachers and support staff use data from state testing and embedded program assessments to determine individual student strengths and weakness in both skill
development and conceptual understanding. **One-on-one instruction** allows for individualized intervention as the student explains his/her thinking while working with an adult instructor who is able to guide the student through any areas of misunderstanding towards mastery of content.

- **Peer support** through classroom partners “is an instructional strategy that consists of student partnerships, linking high achieving students with lower achieving students or those with comparable achievement, for structured reading and math study sessions. According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is an effective “systematic, peer-mediated teaching strategy” (p. 204). “Peer tutoring interventions were more effective or showed greater gains for: a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions (Rohrbeck, et al., 2003).” All students work with a partner as part of daily instructional practice.

- **Realia/manipulative based hands–on activities** provide students with opportunities to build strong foundational concepts that will promote successful understanding of grade level standards. Providing background experiences through the use of realia, field trips, or arts performances allows students to have an experiential base upon which they can add new learning experiences to build a deeper understanding of content by making connections to what they already know.

- **Teaching of step-by-step problem solving strategies** is a process where the teacher thinks out loud in front of the students modeling an effective sequence of “logical thinking” to solve a problem through: gathering information, making connections to prior knowledge, self-questioning as to which problem solving strategies could be used, applying the strategies, and analyzing the solution. This strategy provides scaffolding for students who need processing support to access grade level content.

- **Pre-teaching** of vocabulary and other instructional content to targeted students prior to whole class instruction helps students to focus on and master smaller pieces of content so that when they are part of the whole group they are already familiar with the content of the lesson and can participate in class discussions with an increased comfort level.

- **Additional support from the classroom paraprofessional** addresses student’s individual learning needs, provides individual student support during whole group instruction, and reinforces academic and language needs in small group settings.
• The “Doing Words” Intervention Program includes daily parent participation in the Kindergarten students’ academic day. Students work with their teacher and parent to review letters, sounds, and develop beginning reading skills. Parents can then assist their child at home using the strategies they have learned to reinforce skill development.

• Off Track Intervention (Intersession) supports students who have been identified (by using state and program assessments) as needing additional support to meet grade level proficiency. These students come to school during their vacation to receive focused intervention towards achieving grade level standards through a two week program of three hours of daily instruction in language arts and mathematics.

• The Saturday Learning Academy further addresses the needs of the Second Language Learners and provides focused English Language Development. Students are identified using their CELDT score and their ELD levels. This information is used to place students in focused language groups that provide targeted instruction based on language needs. Students are invited to attend Saturday classes throughout the school year even while off-track.

• The Pre-retention Intervention Program is designed to address student needs early in the school year so that a student is less likely to have to repeat the instructional year due to non-mastery of grade level content. An action plan is completed during report card conferences as part of a collaboration process between the parents and the teacher for all students who are at risk for retention. This action plan identifies specific strategies that will be implemented at home and at school in order to help at risk students achieve grade level standards.

• Additional student support is available in Daily intervention programs before, during, and after school hours. (For detailed explanation of these programs please see “Forward and Introduction”). These programs currently include: Ready, Set, Go; Mustangs on the Move; Reading Stars; After School Tutoring; LA’s BEST; and Youth Services

• The Parent Center Support Network (For detailed explanation see “Forward and Introduction”) also provides families of students needing additional support with access to programs outside of the school.

1.12 Plan for Serving Academically High Achieving Students

Montague has developed a systematic approach to supporting and identifying potential GATE/High Achieving students. Students in all classes receive differentiated instruction and extended program support. High achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments,
teacher observations, parent input, and performance on standardized assessments including the CST.

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

- **Differentiated instruction** designed to meet the needs of varied learning levels and styles within the classroom. Teachers modify instruction based on student needs to ensure that the curriculum is accessible to all students. This strategy allows academically high-achieving students to expand on classroom curriculum learning the same instructional content as their peers.

- **Small group instruction/skill development** focuses on center-based activities where students can work independently or with peers. This strategy allows GATE students to practice skills independently using self-checking and to build leadership while interacting with their peers or an adult in a small setting providing support towards achieving grade level standards.

- Modeling of **step-by-step problem solving strategies** is a process where the student thinks out loud in front of his/her peers modeling an effective sequence of "logical thinking" to solve a problem through: gathering information, making connections to prior knowledge, self-questioning as to which problem solving strategies could be used, applying the strategies, and analyzing the solution. This strategy provides scaffolding for students who need processing support to access grade level content.

- Extended Programs (e.g. art, music, science, technology, library, physical education) provide reality based, hands-on experiences and create a common foundation for GATE students in the arts and sciences which enables them to expand and enrich their knowledge as they continue their educational path outside of their community.

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

### 1.13 Plan for Serving Socioeconomically Disadvantaged Students

MCA adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, *No Child Left Behind*, and continues to utilize funding and other resources to enhance the school-wide Title 1 program by providing:

- Cultural Arts Programs which afford students familiarity with cultural activities such as art, music, dance, theater, and storytelling that they may not have had the opportunity to experience and broadens their understanding beyond their local community.
• Extended Programs (e.g. art, music, science, technology, library, physical education) provide reality based, hands-on experiences and create a common foundation for all students in the arts and sciences which enables them to be on a more equal footing with their more “advantaged” peers as they continue their educational path outside of their community.

• Infusing the curriculum with role models (including teachers and other staff) and providing guest visitors in the classroom motivate students to set future career goals and apply those goals to their current learning.

• Field trips provide students with life experiences outside of their community and encourages them expand their horizons to the variety of cultural opportunities, museums, parks, historical sites, vocational opportunities that Los Angeles has to offer.

• Curriculum planning from the Core Knowledge Sequence provides a coherent foundation for learning a shared knowledge that enables students to be competitive with their economically advantaged counterparts.

1.14 Plan for Serving English Language Learners

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

Home Language Survey

The charter school will administer the home language survey upon a student’s initial enrollment into the charter school (on enrollment forms).

CELDT Testing

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

¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students whose parents/guardians have indicated a home language other then English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
The charter school will notify parents of its responsibility for CELDT testing and of the CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures:

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

- **Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.**
- **Participation of the pupil’s classroom teachers and other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery**
- **Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.**
- **Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English**
- **The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.**

Strategies for English Language Instruction and Intervention

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

Additional SDAIE strategies teachers incorporate into lessons include:

- **Controlled vocabulary:** identifies terms and phrases that are critical to a topic and provides direct instruction on those terms and phrases. Using controlled vocabulary as a teaching strategy provides focus for students and highlights important terminology (Marzano, 2001).
- **Modified speech:** assists English Learners by providing speech at a slower rate and with clear enunciation.
Total Physical Response (TPR): assists students with comprehension of vocabulary terms and concepts by using exaggerated gestures and facial expressions.

Graphic Organizers: (e.g. Thinking Maps) provide a common visual language of fundamental thinking processes: defining in context, classifying, describing, comparing and contrasting, sequencing, cause and effect, whole/part relationships, and analogies. Researchers have found these mental operations help students organize and understand concepts (Genter, 1994).

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

- Listening and speaking activities that precede reading and writing: Prewriting activities assist students in organizing ideas (Osman, Effects of Advance Organizing Questioning and Prior Knowledge, 1994). Lessons include pre-teaching and re-teaching activities which provide additional opportunities to learn needed skills and concepts.

- Use of cooperative learning groups: Grouping encourages students to have a vested interest in each other’s learning, as well as their own. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability. The vast majority of research comparing student-student interaction patterns indicates that students learn more effectively when they work cooperatively (Johnson, Circles of Learning, 1984).

- Emphasis on vocabulary development: Research emphasizes that vocabulary development is a vital part of all content learning. There is a direct link between vocabulary knowledge and comprehension (West Virginia Department of Education, 2011).

- Assist students in making connections: Lessons will provide opportunities for discussions that tap into students’ prior knowledge. A large body of findings shows that learning proceeds primarily from prior knowledge and only secondarily from the presented materials (Lewis, 1991).

- Modeling activities and specific learning strategies (e.g. how to look for clues): Research shows that students learn more if teachers overtly show their problem solving process to their students. As teachers talk about what they are thinking when solving a problem, students are able to see how to correct mistakes and work through problems (www.usciences.edu/teaching/tips/activities.shtml#modeling).

- Reflection/debriefing on completed activities: Reflection is a key component in experiential learning. Debriefing allows children to consider what they have accomplished and learned and to contemplate ways that the experiences could be adjusted to improve the outcomes (Jones, Experiential Learning Model, 1983).
• **Bilingual Paraprofessionals**: Students in classrooms of monolingual teachers receive additional primary language support from bilingual paraprofessionals which increases student access to classroom instruction.

**Monitoring and Evaluation of Program Effectiveness**

The evaluation for program effectiveness for ELL students will include:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and the number of years in the program to determine adequate yearly progress
- Monitoring of teacher qualifications and the use of the appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of parental program choice options
- Monitoring of availability of adequate resources

**1.15 Teacher recruitment:**

All of our teachers will meet NCLB requirements to be highly qualified teachers. We will seek to recruit teachers who share in our vision and mission statement and embrace the additional demands of working at a charter school. Specific recruitment policies are outlined in Element 5.

**1.16 On-going Professional Development:**

We believe that professional development should meet both the needs of the teachers and the students. A variety of sources such as student assessment data, teacher surveys, coordinators’ recommendations, and administrators’ observations are used to assist the Curriculum Committee and Board in setting priorities for professional development. Professional development is offered in a variety of formats based on teacher need and learning style. This professional development may include, but is not limited to: New Teachers’ Council, grade level meetings, track meetings, staff meetings, content-specific training, (Beginning Teacher Support and Assessment (BTSA), National Board Certified Teacher (NBCT) classes, lesson study, state and national conferences, and state or district trainings.

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

**1.17 School’s Academic Calendar and Daily Schedule:**
MCA will offer, at minimum, the number of minutes of instruction set forth in Education Code §47612.5.

We believe a classroom schedule must include all of the content areas. The classroom teacher is supported in several content areas by instructional experts who may include, but are not limited to: visual arts, performing arts, library, computer technology, science lab, and physical education. The current academic calendar and daily schedule are updated yearly. (See Appendix E for current academic calendar and daily schedule).
MONTAGUE CHARTER ACADEMY
SCHOOL BELL SCHEDULE*
2012-2013

Breakfast
Teacher Time
7:10 a.m. – 7:40 a.m.
7:32 a.m. – 2:45 p.m.

SRLDP
A.M. Classes
P.M. Classes
8:00 a.m. – 10:35 a.m.
11:40 a.m. – 2:15 p.m.
(NO CLASSES ON FRIDAY)

KINDERGARTEN
Mon., Wed., Thurs., Fri.
Tuesday
7:45 a.m. – 2:35 p.m.
7:45 a.m. – 1:35 p.m.

GRADES 1st - 5th AND SPECIAL EDUCATION STARTING TIME
Warning Bell
Tardy Bell
7:45 a.m.
7:50 a.m.

RECESS
First Recess
Second Recess
Third Recess
Grades K & 1
Grades 2 & 3
Grades 4 & 5
9:45 a.m. – 10:05 a.m.
10:10 a.m. – 10:30 a.m.
10:35 a.m. – 10:55 a.m.

LUNCH
First Lunch
Second Lunch
Third Lunch
Fourth Lunch
Grade Kindergarten
Grades 1 & 2
Grade 3
Grades 4 & 5
11:15 a.m. – 11:45 a.m.
11:45 a.m. – 12:15 p.m.
12:15 p.m. – 12:45 p.m.
12:45 p.m. – 1:15 p.m.

DISMISSAL TIMES
Mon., Wed., Thur., Fri.
Tuesday
2:35 p.m. (Regular Day)
1:35 p.m. (Regular Day)
Shortened Day
Minimum Day
1:55 p.m.
1:16 p.m.

(*Schedules subject to change upon notification)
1.18 Implementation Plan for the School’s Instructional Program:

The teachers at MCA believe in taking advantage of every minute of the instructional day. Students begin their instructional program the first day of school and, through careful planning and pacing of lessons and quality instruction, have the opportunity to master grade level concepts before the state tests in April and May. MCA teachers continue to revise lessons, share best practices with colleagues, and monitor student achievement to increase the effectiveness of their instructional programs. School wide, the Curriculum Committee and Leadership team (with teacher input) have developed a multi-year timeline that includes staff development, coaching support, setting of benchmarks, assessment of student achievement, and adaptation of the instructional program to meet student needs. Additionally, teachers meet weekly in grade level teams (with members of the Leadership team) to monitor student achievement on benchmark assessments and to plan how to adapt the instructional program to better meet the needs of MCA’s students. Also, on Tuesdays teachers participate in staff development modules or meet in grade level teams to address school wide goals. We are constantly seeking to improve our instructional program.

1.19 How the Objective of Enabling the Students to become Self-motivated, Competent Life-long Learners is met by the School:

We believe that a high-interest, content-based curriculum motivates students to be competent life-long learners as they acquire the skills to make connections to new learning. Students build competency through hands-on, experience-based learning activities. Life-long learners need to develop intra-personal skills through discussion of intrinsic values, problem-solving, and role-playing. Learners also need to develop interpersonal skills through self-reflection, self-awareness, and understanding commonalities with others. Students learn the important skill of life-long goal setting. Students review assessment results and set goals to build personal responsibility for their learning. Student competency is honored in a variety of ways at MCA, for example: Student of the Month, Honor Roll, and classroom awards.

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

The Arts are a unique opportunity for student self-expression, which leads to greater understanding of integrated content knowledge. The Sciences build logical thinking skills and allow the students to make sense of the universe which surrounds them. English language Instruction builds confident native and non-native speakers and increased English language proficiency.
We believe that adult role models are key to student motivation. Parents are the “First Teachers” and are a crucial factor in the overall success of our students. Parent involvement at home encourages students to practice their skills to improve their competency. Parents also model social and emotional support strategies.

We will work with our sponsoring school district to access the district’s system, which monitors students in middle and high school. We will use this information to follow our students on their path to becoming competent life-long learners.

Plan for establishing a transitional kindergarten program at MCA

Transitional kindergarten is a 2-year modified program for younger students who are a few months too young for kindergarten. MCA plans to offer a 2-year modified program for transitional kindergarten students.

Special Education Program:

MCA fully integrates all students with disabilities into the activities offered at MCA. They participate in the extended programs (library, technology lab, science lab, art, music, and physical education). MCA offers its extensive support network for students identified as Academically High Achieving, Academically Low Achieving, Socioeconomically Disadvantaged, and/or English Learner to students with disabilities. In addition, students with disabilities receive all services and support strategies identified in their IEPs.

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board 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 § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create 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). The Charter-operated schools will not have a 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 will 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.

Compliance with Child Find Activities for Conversion Schools:

District-authorized conversion charter schools must conduct Child Find activities for students residing in the pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochures, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements:

All charter schools chartered by 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 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 measurable 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.

- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

- Graduation Status of 12\textsuperscript{th} Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.
ELEMENT II:
Measurable Student Outcomes to be Achieved by the Students

The Montague Charter Academy for the Arts and Sciences community believes that our school must be deliberate in our program design, curricular vision, and school philosophy if we are to enhance student achievement and enthusiasm for learning. High performance expectations must be built into each component of our instructional program on an ongoing basis.

2.0 Measurable Targets of Achievement:

We at MCA set specific, measurable, and realistic targets for student achievement as follows:

1. We will meet or exceed state requirements for **API/AYP/CST/CELDT** for all student subgroups.

**API Growth Targets:** The students at MCA will meet or exceed the annual growth target for a school or subgroup defined as follows:

- If the school’s or subgroup’s Base API is between 200 and 690, the growth target is five percent of the difference between its Base API and the statewide performance target of 800.
- If the school’s or subgroup’s Base API is between 691 and 795, the growth target is a gain of five points.
- If the school’s or subgroup’s Base API is between 796 and 799, the growth target is the following:
  - API of 796 – a gain of four points
  - API of 797 – a gain of three points
  - API of 798 – a gain of two points
  - API of 799 – a gain of one point
- If the school’s or subgroup’s Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

In 2010-2011 MCA’s API was 795 so our minimum growth target for 2011-2012 is a gain of five points to 800.
For 2012-2013 and thereafter our minimum growth target is to maintain an API of at least 800.

**AYP (and CST) Growth Targets:** The students at MCA will meet or exceed the AYP targets set by the state of California as measured by student performance on the CST.
In 2011-2012 78.4% or more of MCA’s students will score proficient/advanced in English-Language Arts and 79.0% or more of MCA’s students will score proficient/advanced in Mathematics.

In 2012-2013 89.2% or more of MCA’s students will score proficient/advanced in English-Language Arts and 89.5% or more of MCA’s students will score proficient/advanced in Mathematics.

In 2013-2014 100% of MCA’s students will score proficient/advanced in English-Language Arts and 100% of MCA’s students will score proficient/advanced in Mathematics.

**CELDT growth targets:** The students at MCA will meet or exceed a growth target of moving up at least one level on the CELDT test after completing one year of instruction. There are five performance levels on the CELDT test so, for example, a student entering kindergarten at the Beginning level will be expected to reach the Proficient level by third grade.

A student is defined as meeting the English proficient level on the CELDT if both of the following criteria are met:
- Overall performance level of Early Advanced or Advanced, and
- Domain performance level scores of Intermediate or above
  - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
  - For grades two through twelve, all four domains need to be at the Intermediate level or above.

Students are considered eligible for reclassification when they achieve the English proficient level on the CELDT. However, scoring at the English proficient level on the CELDT is not sufficient for reclassification. When reclassification decisions are made, state law requires that LEAs use multiple criteria, including academic performance in basic skills, teacher evaluations, and parent consultation. MCA will follow LAUSD’s redesignation criteria plan.

The students at MCA will meet or exceed a redesignation growth target of 15% per year.

2. As mandated by federal government, our goal is to have 100% of our students be grade level proficient by 2014.
3. We will monitor these assessments on a yearly basis and adjust our instructional program and intervention strategies, as deemed necessary, based on student achievement data.
4. We will identify those students who have not achieved at a proficient level and will plan appropriate interventions which meet their needs and assist them in achieving proficiency in a timely manner.

5. Each year we expect a larger number of students achieving at the proficient and advanced levels.

2.1 Specific Measurable Outcomes:

We have identified and set specific, measurable student outcomes that are consistent with the school’s proposed instructional program.

2.2 Language Arts:

Students will demonstrate proficiency in listening, speaking, reading, writing, and communication skills.

They will also comprehend, analyze, and interpret multiple forms of literary genres representing various time periods and cultures.

2.3 Mathematics:

Students will demonstrate an understanding of mathematical operations to solve problems involving addition, subtraction, multiplication, and division and show they understand the relationship among the operations.

Students will also use problem-solving strategies to demonstrate their understanding of mathematical processes and concepts to include algebra and functions; measurement and geometry; and statistics, data analysis, and probability.

2.4 Science:

Students will demonstrate and apply the scientific method to make connections among the big ideas in physical, life, and earth sciences.

2.5 History/Social Studies:

Students will demonstrate and apply the concepts in social studies: geography, culture, transportation, economics, and governmental structures to prepare them to be citizens in a global society.

2.6 Visual and Performing Arts:

Students will demonstrate proficiency in artistic perception, creative expression, historical and cultural context, and aesthetic valuing in the disciplines of dance, theater, music, and the visual arts.
2.7 Physical Education and Health:

Students will demonstrate the knowledge, skills, and attitudes necessary to be successful in movement skills and movement knowledge, organized games and sports, sportsmanship, self-image and personal development, and social and physical development and health and the importance of creating a healthy lifestyle where making healthy choices can increase educational success and promote life-long healthy habits.

2.8 Library/Media:

Students will demonstrate mastery of grade level library/media skills based on California State Standards and Guidelines such as understanding the parts of a book, use of diverse resources and their function, and application of research skills. Along with exposure to a variety of literature, these skills will contribute to students becoming literate, motivated, life-long learners.

2.9 Technology:

Students will demonstrate a strong understanding of the use of technology in daily life. They will be able to apply skills and use technology, including computers, in completing academic as well as real world tasks. Students will demonstrate responsible and ethical use of technology and electronic resources.

2.10 Life-long Learners:

Underlying and utilized throughout each of the above subject areas will be other core skills such as critical thinking (e.g. problem-solving, analyzing, and applying knowledge), character education, and the ability to effectively evaluate the quality of information found on the internet.

Montague students will develop life-long learning skills, which will enable them to pursue their own path of learning throughout their adult lives including:

- Ability to plan, initiate, and complete a project, alone or with others,
- Ability to communicate in a variety of settings,
- Ability to reflect on and evaluate one’s own and other’s learning,
- Ability to use study skills (e.g. note-taking, library research skills, studying strategies, technological skills),
- Ability to apply acquired knowledge in educational and real life situations.
- Ability to increase comprehension through the use of successful strategies: tapping into prior knowledge, visualizing, summing up, predicting, looking for clues.

2.11 Classroom Level Skills:
The California State Content and Performance Standards delineate specific grade and skill level standards. These general student exit outcomes will be further sub-divided into a list of specific “classroom level” skills which will be incorporated into the instructional program and assessment process.

2.12 5th Grade Exit Criteria:

In addition to attaining specific content area and grade/skill-level content, students will also demonstrate their overall progress toward meeting 5th grade exit criteria through a series of “benchmark” performances at various points in their academic and personal growth at Montague (e.g. 2nd through 5th grade CST, 4th grade CST Writing, 5th grade CST Science, 5th grade PE test, Accelerated Reader Assessments, Renaissance Learning Assessments, Report card grades, CELDT data, redesignation). See Checklist Appendix

2.13 Examine and Refine:

In order to best serve our students and community, MCA will continue to examine and refine its measurement of student outcomes over time to reflect the school’s mission and vision as well as any changes to state or national standards.

2.14 Attendance:

Montague Charter will continue to strive to maintain or improve attendance. Attendance will be monitored regularly and goals set based on data analysis as outlined in our Single Plan. MCA meets the current state requirements for attendance.
ELEMENT III:

Method by which Student Outcomes Will be Measured

Outlined below are our methods for assessing attainment of student outcomes and how these assessment measures are consistent with our instructional program.

3.1 Outcome: Language Arts
Curriculum: State-adopted, standards-based programs
Assessment: Formal/informal, program-embedded assessments
Weekly/Biweekly (formative) and Unit (summative) assessments
On-going teacher assessments
State-mandated e.g. CST, CELDT, CST Writing (4th grade)
Renaissance Learning Early Literacy and Reading assessments (computer based)
Accelerated Reading reports
Rubrics and/or checklists/Teacher observations
Report cards/progress reports
Portfolios/student notebooks/projects/journals
ELD progress

3.2 Outcome: Math
Curriculum: State-adopted, standards-based programs
Assessment: Formal/informal, program-embedded assessments
Daily Meeting performance assessments
Weekly (formative) and Periodic (summative) assessments
On-going teacher assessments
State-mandated e.g. CST
Renaissance Learning math assessments (computer based)
Rubrics and/or checklists/Teacher observations
Report cards/progress reports
Portfolios/student notebooks/projects/journals

3.3 Outcome: Science
Curriculum: State-adopted, standards-based programs
Core Knowledge sequence/Topics
Teacher-created units
Field trips/Guest speakers
Science lab
Assessment: Formal/informal, program embedded assessments
Formative and summative assessments
Teacher created on-going assessments
Performance-based demonstration projects/presentations
Checklists/Rubrics
3.4 **Outcome:** History/Social Studies

- **Curriculum:** Standards-based instructional programs
- Core Knowledge sequence/Topics
- Teacher-created units
- Field trips/Guest speakers
- Cultural Presentations
- **Assessment:** Formal/Informal assessments
  - Formative and summative assessments
  - Teacher created on-going assessments
  - Performance-based demonstration projects/presentations
  - Checklists/Rubrics
  - Culminations
  - Report cards
  - Portfolios/student notebooks/projects/journals

3.5 **Outcome:** Visual and Performing Arts

- **Curriculum:** Standards-based instructional programs
  - CK sequence/Topics
  - Music/art teacher-created units
  - Teacher-created units
  - Field trips
  - Performing arts presentations
- **Assessment:** Formal/Informal assessments
  - Formative and summative assessments
  - Teacher checklists/observations
  - Performance-based assessments
  - Program-embedded
  - On-going teacher assessments
  - Culminations
  - Report cards
  - Portfolios/student notebooks/projects/journals

3.6 **Outcome:** Physical Education and Health

- **Curriculum:** Standards-based instructional programs
  - Tribes/Core Virtues
  - PE coach-designed programs
  - Teacher-created units
  - State-mandated programs
- **Assessment:** Formal/Informal assessments
  - Formative and summative assessments
  - Teacher checklists/observations
1. Performance-based assessments
2. On-going teacher assessments
3. Culminations
4. Report cards

3.7 Outcome: Library-Media
- Curriculum: Standards-based, LAUSD Information Literacy Standards
- Library-Media Teacher-designed units
- Teacher-created units
- Guest authors
- Assessment: Formal/informal assessments
  - Formative and summative assessments
  - On-going library teacher-designed assessments
  - Teacher checklists/observations
  - Performance-based assessments
  - On-going teacher assessments
  - Culminating research projects

3.8 Outcome: Technology
- Curriculum: Standards-based programs
- Technology instructor-created units
- Teacher created units
- Assessment: Formal/informal assessments
  - Formative and summative assessments
  - On-going technology instructor-designed assessments
  - Teacher checklists/observations
  - Performance-based assessments
  - On-going teacher assessments
  - Culminating research projects
  - Report cards

3.9: Outcome: Life-long learning skills
- Curriculum: Embedded throughout the core subjects
- In context as applicable
- Reality-based
- Multi-media teacher-designed program
- Character education
- Critical thinking, problem-solving, inquiry based learning
- Assessment: Formal/informal assessments
  - Formative and summative assessments
  - On-going teacher-designed assessments
  - Teacher checklists/observations
  - Performance-based assessments
  - Portfolios/student notebooks/projects/journals
3.10: **Outcome:** 5th Grade exit criteria (see Appendix F for coversheet)

- **Curriculum:** All of the above
  - Middle-school preparation
  - Study skills
  - Independent learning

- **Assessment:** Informal/formal assessments
  - CST (2-5) including Science (5th)/Writing (4th)
  - Renaissance Learning Math and Reading, Grades 2-5
  - Accelerated Reader
  - Demonstration projects/portfolios
  - Report cards/progress reports (K-5)
  - CELDT
  - Reclassification of ELL students

Each grade level has a yearly pacing plan designed to cover all the content material based on the state standards. An integral part of the pacing plan is periodic assessment. (Samples Appendix G)

3.11 **California Standards Tests:**

All students in grades 2-5 participate in the state-mandated testing program (CST) in collaboration with LAUSD. Assessment results are analyzed for modifications of grade level programs and pacing plans. Test components are used to identify strengths and weaknesses in student achievement at each grade level. Grade level teams then identify those skills and areas in need of modification. Assessment results, as part of the student academic profile, are also used to identify students for individualized academic support: GATE/HA (Gifted and Talented Education/High Achiever), intervention, remediation, re-classification, enrichment, and retention. Results are shared with students and parents at report card conferences. School-wide test results are shared at parent meetings. The assessments also serve as a guide for curriculum selection, the purchase of resources, and the development of extended programs to meet specific student needs. Assessment information is entered into our data base for longitudinal studies.

3.12 **CELDT Test:**

The California English Language Development Test (CELDT) is used to monitor the English Language Level for ELL students. It is given at the beginning of each school year and sent to the state for analysis. When the results are returned to MCA, they are used to inform classroom instruction and to help determine student placement in intervention programs (such as Saturday Learning Academy, newcomers’ class, etc.). This information is entered into our data base for longitudinal studies.
3.13 STAR Renaissance Learning Assessment:

This assessment program is a computerized, norm-referenced, grade-level assessment of Early Literacy, Reading, and Mathematics. Assessments are given three times a year. The information is shared with classroom teachers, students, and parents. Reports indicate strengths and weaknesses in areas of performance, and help teachers monitor the effectiveness of their instructional program. This information is entered into our database for longitudinal studies.

3.14 Program-embedded Assessments:

Our state-adopted, content-based programs contain embedded formative and summative assessments. Teachers use these assessments to monitor student understanding of instruction. Results are collected to provide a school-wide data base. They are also used to identify students needing remediation and are vital to differentiating instruction. Grade-level teams meet monthly with instructional leaders to discuss the results of these assessments and to share successful strategies.

3.15 On-going teacher assessment of students:

These formative and summative assessments can be grade-level, team-wide, or individually created to monitor student achievement in specific content areas. They may take the format of checklists, portfolios, observations, projects, rubric-based assessments, demonstrations, journals, culminations, or performances. This data is used by the classroom teacher to guide instruction, monitor student understanding, and to modify the instructional program.

3.16 Progress reports/report cards:

Progress reports (formative assessments) are designed to inform parents of student achievement on a four-week basis. These reports focus on subject content, work habits, homework, and attendance. This information allows parents and teachers to plan more immediate intervention than the official trimester report card (summative assessment) offers.

Report cards are aligned to our instructional content areas. (See Appendix H for a sample of the report card). MCA has three grading periods, with report card parent conferences in the fall and spring. Report cards are based on MCA’s grading policy. At the report card conference, student work and assessment data are shared with the parents and goal-setting action plans are revised. Part of our intervention strategy is the action plan. This is an opportunity for the parent, student, and teacher to reflect upon student achievement and effort and to devise a plan for improvement. This plan is centered on classroom, home, and additional school interventions. Referral to the SST (Student Study Team) can also offer other intervention strategies or programs. Data from these report cards is used to identify students for the honor roll and other recognitions, such as potential GATE/HA.

3.17 Grading Policy:
Montague’s report card is based on the California State Standards and aligns with our curriculum model. MCA has a diverse student population with a multitude of learning needs. The majority of our student population is Limited English Proficient in an English Immersion Program. The Charter School’s grading policy is sensitive to this fact, but also reflects the belief that all students should be assessed and guided by the same criteria and standards. Thus, Montague has adopted a grading policy that is inclusive of all learning groups, ranging from the English-only student, to the Special Education English Language Learner.

3.18 Longitudinal Data:

MCA has implemented an on-going and consistent evaluation and assessment program with identified benchmarks and goals that produce growth in student achievement. For longitudinal data collection we have created a data base that includes: CST, CELDT, Renaissance Learning Early Literacy, Accelerated Reader, program-embedded assessments, report card grades, attendance, and ELL Matrix results. Our intent is to create an individual profile of students as they progress through Montague. We use this profile to monitor student achievement throughout the student’s enrollment at MCA. The profile is also used as the fifth grade exit criteria checklist. Successful completion of this checklist will indicate adequate preparation for middle school and beyond. We plan to access the sponsoring district’s data program for middle school and high school, which will enable us to track our students and use that data to show student success.

3.19 Specific grade-level standards proficiency:

We believe that the California state frameworks identify grade level standards that will lead to successful student learning and achievement. Each grade level has created a pacing plan and benchmark assessments to measure student proficiency for these standards. Appendix G contains samples of the current grade level pacing plans and assessment timelines.

3.20 Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e. STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.
ELEMENT IV: Governance Structure & Process to Ensure Parent Involvement

4.0 LAUSD Specific Language

The Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Montague Charter Academy for the Arts and Sciences will comply with the Brown Act.

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

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

4.1 Non Profit Public Benefit Corporation

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

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

Attached, in Tab 6D, please find the Charter School Articles of Incorporation, Corporate Bylaws, and bridge policy to the LAUSD Conflicts Code.

4.2 Governance through Collaboration

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

4.3 Grievance Procedure for Parents and Students:

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

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

The Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such manner.

4.4 LAUSD Charter Policy:

The Montague Charter Academy (School) will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

4.5 Responding to Inquiries:

Montague Charter Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MCA acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the inspector General, Investigations Unit.

4.6 Notifications:
Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints within one week of receipt of such notices by MCA.

4.7 Governance Structure Guidelines:

The governance structure is designed to provide for “maximum inclusion” to ensure that stakeholder voices are heard. We have established three guidelines.

- Every full-time staff member is an involved participant in the decision and policy-making process.
- All parents and community members have opportunities to work as partners in school governance.
- Multiple opportunities for stakeholder participation increase the effectiveness of local school control and accountability.

4.8 The Governing Board’s Authority

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

- Establish an ad hoc hiring committee composed of a variety of stakeholder representatives, depending on the position
- For a policy or motion to be passed, if consensus cannot be reached, a two-thirds majority of the members will be needed to approve

4.9 Composition of the Governing Board

The Governing Board shall consist of nine (9) voting members:

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

Should the law change necessitating a change in Board composition, such change may be made by the MCA Governing Board following the recommendation of an ad hoc committee established by the Governing Board. The composition of this committee would be similar to that of the standing committees. Such a change would not require District approval. The District shall be promptly notified of any such change.

4.10 Governing Board Member Qualifications

- Teacher Elected Reps – must be currently employed as a permanent credentialed employee at MCA and a member of the respective bargaining unit at MCA
- Classified Rep – must be currently employed as a permanent employee at MCA and a member of the respective bargaining unit at MCA
- Staff (Classified or Certificated) Rep – must be currently employed as a permanent employee at MCA and a member of the respective bargaining unit at MCA
- Parent Rep – must be a parent of a currently enrolled MCA student and must be non-interested (not an employee of MCA)
• **Retired Educator Rep** – must be non-interested (not an employee of MCA) and must have worked at MCA within the most recent 10 years
• **At Large Rep** – must be non-interested (not an employee of MCA) and must meet one of the following criteria:
  o Community member with direct familiarity with MCA, its history and goals
  o Former educators with direct familiarity with MCA, its history and goals
  o Expertise in fields such as law, banking, fundraising, business, community outreach, facilities, budget, finance, student services, etc., that are relevant to education

### 4.11 Selection of Governing Board Members

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

**Teacher Reps** –

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

**Staff (Classified or Certificated) Rep**-

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

**Classified Rep**-

- The Fiscal Manager and Human Resources Manager may not serve on the Governing Board
The Classified Board Member must be a permanent employee and will be elected by a simple majority vote of all classified staff at MCA.

No classified staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat.

In the event that only one candidate applies it will be a yes/no vote with a simple majority needed for confirmation. If the candidate is not confirmed or no candidate applies it will open to the certificated employees.

Retired Educator –

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

At Large Members –

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

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

4.12 Board Member Terms

- Each Board Member shall serve a term of two years. The term of the parent representative may be less than two years. The term of the parent representative shall end the year that the representative is no longer the parent of a student enrolled at MCA. The replacement of the parent representative will be made by the Board after the ad hoc committee process outlined above has been completed.
- There are to be no term limits (number of consecutive times a member may run for reelection)
- Effective January 1, 2011, Governing Board terms will commence January 1st and end December 31st
- Terms will be staggered. For the first Board terms will be for two or three years. Thereafter terms will be for two years.

4.13 President and Vice-President of the Governing Board

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

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

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

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

4.14 Governing Board Meetings

The Governing Board shall meet monthly or more often as needed. The Board will attempt to achieve consensus in the determination of school-wide policy.
consensus cannot be reached, decisions will be determined by vote, with the will of a majority of two thirds prevailing.

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

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

All Governing Board Meetings are open to the public. Meeting agendas and minutes will be made available as required by law.

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

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

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

1. At minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which MCA operates;
2. All votes taken during teleconference shall be by roll call;
3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board participated in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

All Governing Board Meetings will follow the Brown Act.

4.15 Recall Procedures

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

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

4.16 Replacement Procedures

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

If a teacher, staff (classified or certificated), or classified Governing Board Member resigns or is recalled, an election will be held to replace the Board Member for the remainder of that term.

If a parent, retired educator, or at large community member resigns or is recalled, the Board may appoint an interim replacement until the approval screening and selection process has taken place.

4.17 Governance Structure

1. MCA believes that we best serve our students with a shared leadership structure with a distribution of authority.

2. We envision faculty, staff, parents, students, and administrators bringing concerns and ideas to one or more of the Standing Committees through attending and participating in Standing Committee meetings and submitting written proposals to the Standing Committees.

3. All stakeholders will have representatives on each Standing Committee so that concerns and ideas may also be brought to the attention of the Standing Committees through this representation.
4. The Standing Committees will then work to offer recommendations and programs in the areas of their purview and which do not conflict with provisions of collective bargaining agreements based on the input they receive from stakeholders.

5. Consistent with the Brown Act requirements, Standing Committees will make it a practice to seek the input of stakeholders by publishing their meeting times and agendas (72 hours in advance as required by the Brown Act) and by communicating with the school community on a regular basis. Not later than seventy-two (72) hours prior to a regular meeting and not later than twenty-four hours prior to a special meeting, the Committee Chair shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Committee members, those persons or entities who have previously requested notice of such meetings, and the public. Notice to the public shall be given through the posting of the meeting’s agenda available for public preview on MCA’s web site and the notice board outside of the school office.

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

6. When a Standing Committee is faced with a recommendation that will have a major effect on the entire faculty and staff, that Standing Committee may poll the faculty and staff in order to best represent their constituents when making the decision. Such recommendations may include length of the school day, the structure of the school calendar, special bell schedules, and any changes in working conditions such as salary, benefits, or other contract issues. Any such recommendation must be consistent with and subject to MCA’s current bargaining agreements and any obligations by MCA to bargain such changes with PERB recognized unions (e.g. AALA, UTLA, CSEA)

7. Recommendations should be created in Standing Committees or Board established ad hoc committees and submitted from those committees to the Governing Board for consideration. Recommendations may include the following: promotion/retention, curriculum, professional development, new construction, use of facilities, budgetary policy, requirements for audits, dress code, attendance policy, and special student programs.

8. All recommendations, whether suggested by Standing Committees, the Executive Director, or Board Members will come before the Governing Board for final consideration. Submitted with the proposed recommendation will be a statement from the Executive Director outlining an analysis of the recommendation and his/her recommended action.
9. In non-policy decisions, whenever possible, the Governing Board will seek input from Standing Committees or Board established ad hoc committees.

10. In the best interest of members of the charter, the Governing Board will act independently on selected non-policy issues such as confidential personnel issues, pending lawsuits, and campus emergencies.

11. In addition to the Governing Board meeting on a regular basis, each Standing Committee will be required to meet a minimum of once a month, but more often as necessary.

12. The Governing Board may propose standing (long term) and temporary (ad hoc) committees to focus on specific tasks and/or recommendations, such as those listed in the initial description of the Governing Board's purview stated previously.
MONTAGUE CHARTER ACADEMY
GOVERNANCE CHART

January 17, 2012
4.19 MCA Governance Board By-Laws

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

4.20 Standing Committees

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

1. **Curriculum and Instruction** – curriculum, instructional delivery, professional development, promotion and retention policies, instructional policies, instructional materials, intervention policies and programs. All grade level chairs or their designees are required to serve on this Committee.

2. **Community Relations** – school safety, security, attendance, and student needs, parent relations, parent center liaison, school-community activities. Subcommittees will include Title 1, ELAC and CEAC.

3. **Personnel** – employee salary, benefits, incentives, work related issues, job descriptions, and recruitment and the hiring process.

4. **Budget** – budget development including monitoring monthly expenses and proposing budget adjustments to the Board.

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

4.21 Compensation for Board Members

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

4.22 Standing Committee Composition

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

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

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

The administrators/managers will select individuals and classified staff will select individuals to serve on the various Standing Committees through their own internally designed selection process.

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

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

All members of each Standing Committee are voting members and a quorum of 6 members is necessary to hold a decision-making vote on any issue.

4.23 Fiscal Management

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

A campus financial office will be established and staffed by the Fiscal Specialist who will oversee all Board approved financial matters on campus. Budget allocations and expenditures will be made public through this office. The financial office will work closely with an outside CPA for the audit of the school’s end of the year financial statements and for appropriate review of procedures and internal control. Each Standing Committee may be authorized by the Governing Board (overseen by the Fiscal Specialist on a monthly basis to ensure a flow of information) to manage the portion of the school’s budget under its previously stated purview. The Governing Board may authorize a Standing Committee to make appropriate purchasing decisions.
regarding portions of the school’s budget. For example, the Curriculum and Instruction committee may decide how to spend instructional materials funds and funding for intervention programs or field trips.

4.24 Preparing the Annual Budget

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

4.25 Amending the Governance Structure

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

4.26 The Executive Director:

- Supervises the implementation of policies decided upon by the Governing Board and its Standing Committees.
- Leads the school and offers support to students, parents, all staff, and members of the community.
- Ensures the development, implementation, and assessment of school curriculum and instructional programs impacting MCA’s vision and mission.
- Administers the budget as developed by the Budget committee and approved by the Board.
• Sets yearly achievement goals in partnership with the Board.

• Supervises the daily implementation of all instructional programs including enrichment, intervention, and extended programs.

• Evaluates MCA personnel using union contract guidelines. Recommends actions regarding employee permanent status, discipline, and/or dismissal to the Governing Board.

• Works in collaboration with the Personnel Committee to interview and select all employees who will be recommended to the Governing Board for hiring.

• Oversees all construction projects.

4.27 Administrators and The School Leadership Team:

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

4.28 Process to Ensure Parent Participation in Governance:

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

Parent leaders and administrators co-lead monthly meetings for all parents where school topics are presented and discussed, attendees concerns are heard, and agendas for future meetings are set. A summary of this meeting is presented to the Board through the Executive Director’s report.

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

Parents are invited to address the Board at Board meetings during the Public Speaker’s portion of the agenda or to offer comment during public discussion of the Board’s agenda items.

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

Parents are significant partners in the MCA community. All parents are encouraged to participate a minimum of three hours per month. Parents have the opportunity to volunteer in classrooms, assisting in extended learning activities, attending parent classes, and/or participating in school functions, meetings, and conferences. The Parent Center provides extensive support to MCA families.

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

- Parental orientation opportunities by grade levels
- Referral for family counseling resources for basic needs in the areas of food and clothing
- ESL, GED and citizenship classes
- School-linked services to outside agencies
- Health and nutrition classes
- Child care services for parents attending our workshops provided by sponsoring agencies as needed
- Community-based foster care placement program and training
- Volunteer training program
- Fund raising for support of school programs
- Parenting and self-esteem classes
- Vocational and job-training programs
- Attendance monitoring and counseling
- Resources for school Student Study Team
- Coordination of community events and service days
- Family math and science activities
- Computer training
- Family Literacy
- Standards based and Core Knowledge Sequence workshops

Participation in parent groups and committees continues to expand. The goal of MCA is to continue to increase this participation to give parents a significant voice in the governance of the school and in the development and implementation of instructional programs for students and parents that will contribute to greater student achievement. A newsletter, highlighting classroom programs and school events, is published quarterly. In addition, workshop flyers are distributed bi-weekly. Parent forums lead by the Community Relations Committee also give parents and staff the opportunity to discuss important issues.
4.29 Notification of Material Revision to the Charter

MCA’s charter may be materially revised.

Material revisions may be proposed in writing and submitted to the Governing Board by any group of ten stakeholders. Material revisions to this governing structure may also be proposed in writing and submitted to the Governing Board by two Board members. Material revisions must then be considered for approval by the Governing Board. If approved by the Governing Board, the material revisions must also be approved by a majority vote at two designated stakeholder meetings – one for the staff (classified and certificated) and one for the community/parents.

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

MCA will submit to LAUSD of any material revisions to MCA’s charter. Any amendments to its charter, bylaws, or the bylaws of a “parent” nonprofit corporation, that affect or impact the charter or school operations must be approved through the District’s petition amendment process.
ELEMENT V: Employee Qualifications

5.0 Qualifications of School Employees:

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

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

· All employees shall be fingerprinted and cleared through the Department of Justice and have a current TB Test. No employee will be assigned until MCA receives clearance from the State and Federal Departments of Justice. Any offer of employment made by MCA prior to the criminal conviction/fingerprint check and TB Test will be null and void in the event that the records show that the person does not meet MCA’s standards.

· All classroom teachers must have a valid teaching credential on file with the California Commission on Teacher Credentialing and must have met the criteria for “highly qualified” status as per state and federal mandates. A current log of all certificated employees and their credentials is readily available for inspection.

· All paraprofessionals must be high school graduates or the equivalent, must have passed required MCA assessments, and must have met the criteria for “highly qualified” status and all regulations per state and federal compliance (pursuing an AA degree or higher).

· All classified employees must present evidence of meeting the qualifications for their specific job assignment as requested by MCA’s office of Human Resources.

5.1 Staff Member Selection:

Montague Charter Academy shall select its own staff. MCA believes that all persons are entitled to equal employment opportunity. MCA shall not discriminate against
qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. MCA staff shall reflect the diversity of the community. Staff racial-ethnic balance will continue to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin. Staff will be expected to show potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. MCA will continue to adhere to the guidelines for staffing as defined by the Office of Civil Rights and state or federal regulations.

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

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

5.2 Handbook:

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

EXECUTIVE DIRECTOR: Evaluated by the Governance Board Including Yearly Goals, Portfolio Documenting Successful Attainment of Goals, Staff/Parent Surveys

Qualifications: Tier 2 Administrative Credential, California Teaching Credential, K-12, Master's Degree, 10 Years of Successful Experience in a Certified Positions Including 5 Years in an Administrative Position

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

ASSISTANT DIRECTOR(S): Evaluated by the Executive Director in compliance AALA Contract Provisions

QUALIFICATIONS: Administrative Credential Tier 1, California Teaching Credential, Master’s Degree, 5 Years of Successful Fulltime Classroom Experience

- Day-to-day operations
- Evaluation of teachers
- Compliance
- Operations
- Safety
- Instruction
- Special education
- Parent conferences/interaction
- Discipline
- Intervention
- Data collection and data management
- Action plan for professional development
HR MANAGER: Evaluated by the Governance Board: Performance Survey
Completed by Executive Director/Submitted to Board, Attainment of Yearly Goals

QUALIFICATIONS: Graduate from High School or Equivalent
Education, 2 Years Experience in an Office Setting Working With Clerical and
Administrative Staff, Demonstrated Knowledge of Personnel and Human
Resources Policies, Procedures and Legal Mandates, Payroll Experience

- Management of personnel records
- Compliance with employee regulations
- Processing for new hires
- Management of payroll services
- Employee policies/employee handbook
- State and federal guidelines for employees
- Credentials and other work-related requirements
- Health benefits
- Resolution of employee issues related to payroll and HR issues

COORDINATOR(S) Evaluated by the Executive Director in compliance with
the UTLA Contract

QUALIFICATIONS: NBLB Compliant/California Credential, 5
Years of Successful Classroom Experience, Demonstrated
Knowledge of Instruction and Curriculum, Experience with
Title I, ELL and Special Education Students, Skills in
Professional Development

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

TEACHERS: Evaluated by the Administrators in compliance with UTLA Contract
with Final Review by the Executive Director

QUALIFICATIONS: NCLB Compliant/California Clear Credential, Knowledge of
Curriculum and Assessment, Qualified to Teach ELL Students, Demonstrated
Success in Classroom Instruction.

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

TEACHERS OF EXTENDED LEARNING PROGRAMS: Evaluated by the Executive Director in Compliance With the UTLA Contract

QUALIFICATIONS: NCLB Compliant/California Clear Credential.
Knowledge of Curriculum and Assessment, Qualified to Teach ELL
Students, Demonstrated Success in Classroom Instruction, Expertise in Specific Area of Assignment

• Extend the instructional program
• Focus on areas of science, music, art, and technology
• Model teaching strategies and techniques
• Instructional leadership in specific content areas
• Performance-based
• Student assessment

TEACHER ASSISTANTS: Evaluated by Bimonthly by the Classroom Teacher With Final Review by Curriculum Coordinator and Executive Director

QUALIFICATIONS: Continuous Enrollment in an Approved College, Working Toward an AA Degree, Completion of 12 Semester Units Yearly, Successfully Complete Basic Skills Test Administered Prior To Hiring

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

CLERICAL STAFF: Evaluated by the Administrators in Compliance with CSEA Contract Yearly With Final Review of the Executive Director

QUALIFICATIONS: Graduation From High School or Equivalent Educational Experience, AA Degree Preferred, Experience in Office Practices, Computer Skills, Good Communication Skills –Both Oral And Written With Spanish Skills Preferred

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

CUSTODIAL STAFF: Evaluated by Administrators in compliance with Union Contract Which Includes Weekly Assignment Inspections with Final Review by the Executive Director

QUALIFICATIONS: Knowledge of Custodial Procedures and School Site Safety Procedures, Ability to Respond to Site Issues, Ability To Operate Cleaning Machinery and to Adhere to Cleaning Schedules

• Maintains clean environment
• Complete custodial assignments
• Custodial equipment use
• Grounds maintenance
• Safety of campus

CAFETERIA STAFF: Evaluated by Administrators in Compliance with Union contracts With Observations and Final Review by the Executive Director.


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

YARD SUPERVISORS: Evaluated by Administrators in Compliance with Union Contract with Observations and Final Review by the Executive Director

QUALIFICATIONS: Good Communication Skills, Ability to Work Positively With Parents and Students, Knowledge of Safety Procedures

• Student safety
• Yard conflict resolution
• Supervision of recess and lunch recess
• Dismissal
• Cafeteria food program supervision
Many items relevant to the Employee Qualifications element can be found in the Personnel Handbook. All employees will be required to complete forms yearly from the MCA employee handbook attesting to their knowledge of and/or training in mandated areas.

The following list represents a selection of the major topics addressed in the Personnel Handbook:

- State and Federal Guidelines (e.g. Child Abuse Reporting, etc.)
- Employment Policies and Practices
- Employee Reviews and Evaluation
- Work Basis, Attendance, and Tardiness
- Calendar, Hours of Work, Salary Schedules, Overtime, and Paydays
- Employee Benefits and Leave
- Retirement/STRS/PERS/PARS/Social Security
- Contracts of Employment
- Termination of Employment
- Medicare
- Code of Ethics
- Right to union membership and/or contract provisions

(For more detail, please refer to the copy of the Personnel Handbook in the Appendix M)

5.3 Personnel Vacancies:

When personnel vacancies occur the Personnel Committee will:

1) Publicly post and announce on the school’s web site and other internet job sites job openings,
2) Recruit applicants,
3) Conduct a selection process,
4) Interview and follow established hiring policy,
5) Recommend the hiring of employees to the Board for approval, and
6) Only after this process is followed will the Executive Director or designee make an offer of employment to the candidates.

5.4 Recruitment of Administrators:

Administrators will be recruited and interviewed by an Administrator Selection Committee, an ad hoc committee of the Board, chaired by the Board chair. Additional members of this committee will include: a Board designated administrator, an elected certificated rep, an elected classified rep, and an elected parent rep.

The Administrator Selection Committee will be responsible for posting the job flyer through various sources to reach a variety of qualified applicants. The Committee may
decide to collaborate with an employment firm as part of this process. A projection of costs associated with this collaboration must be approved by the Board.

After the position closing date, the Administrator Selection Committee will screen an adequate number of qualified applications and candidates and refer all acceptable candidates to the Board.

The Administrator Selection Committee and the Board will determine which candidates will be invited to an interview and begin the interview process.

When the interview process is complete, the Board will select three to five candidates for participation in a public forum to answer questions that represent the interests/needs of all stakeholders.

All stakeholders will be invited to submit questions for the candidates to the Board prior to the forum. The Board will then select questions that are representative of all stakeholder needs and these questions will be asked of potential candidates in a public forum. At the forum, each candidate will make a presentation to MCA employees and parents. Each candidate will be asked to answer the same questions presented by the chairperson of the Board.

At the public forum, and for a reasonable time thereafter, forum attendees will be given the opportunity to reflect on what they have heard and present their written reflections to the Board chair.

In closed session, the Board will review the submitted written reflections and select the best qualified candidate to fill the administrator position.

If the candidate agrees to accept the position then the other candidates will be notified and thanked for their participation. Only after acceptance of the offer and notification to all candidates will the decision of the Board be publicly announced.

In the event a candidate is not hired by the start of the school year, the Board will appoint a qualified individual to hold the position on an interim basis until the selection process is completed.

5.5 Selection of Day-to-Day Substitutes:

MCA will utilize qualified substitutes from the Charter School’s substitute pool of credentialed teachers. Substitutes will be selected based on union contract protocols and hired at the hourly substitute rate agreed upon in the appropriate contract. The school will maintain a substitute list for teachers, cafeteria, clerical, and custodial employees.
5.6 Duties:

All full-time employees will participate in the school’s governance model through membership and active participation in one of the Board committees. All employees will adhere to all MCA policies as ratified by the Board.

5.7 Certificated Personnel:

Certificated personnel will comply with the duties outlined in their union contract (AALA and UTLA). MCA reserves the right through a process outlined in their union contracts to adjust the duties to meet the needs of the staff and students at MCA.

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

5.8 Classified and Other Personnel:

Paraprofessionals will perform the duties outlined in their union contract to support classroom instruction and student achievement. Other classified personnel will perform duties as outlined in their contract. MCA reserves the right through a process outlined in their union contracts to adjust the duties to meet the needs of the staff and students at MCA.

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

5.9 Salary Schedule:

Salaries for all unionized employees will be in accordance with the salary provisions of the contracts negotiated between MCA and union representatives and approved by the members and the Board.

MCA believes in the construct of “same or better.” In no case will an MCA employee receive less in compensation than an employee doing a similar job at the sponsoring district.

Current salary schedules and benefits follow the side agreements and contracts negotiated between MCA and the collective bargaining units (those recognized by the Public Employment Relations (PERB) as representatives of MCA employees). Hiring and dismissal procedures are outlined in bargaining unit contracts negotiated between MCA and employee unions. MCA will continue to negotiate collective bargaining agreements in the future and reserves the right to increase pay schedules based on increased responsibility requirements.

5.10 Work Basis:
Bargaining members' work basis will depend on the calendar schedule selected and contractual agreements by the various bargaining units and MCA agreements. Should this schedule change the work basis of employees will change accordingly.

5.11 Union Representation:

All Charter employees will continue to be offered the choice to be represented by the appropriate bargaining units.

Staff members will pay dues to their representative units. MCA reserves the right to negotiate directly with all employee unions for a contract meeting the specific needs of MCA.

MCA identifies the following as some of the matters subject to collective bargaining:

- Academic freedom
- Curriculum
- Wages and salaries
- Training
- Hours, work load, and work responsibilities and conditions
- Job descriptions
- Tenure and probationary period
- Promotion
- Reappointment
- Reclassification and reduction in force
- Evaluation procedures
- Grievance procedures
- Personnel files
- Student discipline
- Sick leave
- Health benefits
- Retirement benefits
- Leaves and sabbaticals

The employee bargaining units will support their members. They may provide MCA employees with the following services:

- Legal counsel, services and training, e.g. liabilities, finance, personnel, etc.
- Access to staff development
- Access to optional life and health insurance
- Legislative information, advocacy, and lobbying at the state and national levels
- Representation at the state and national levels, (i.e. ACSA, CTA, NEA, etc.)
- Represent unit members in due process proceedings
- Assume 50% of the cost for paid arbitrators upon approval of each unit’s Board
5.12 Liability/Legal Representation:

MCA shall defend and hold harmless its employees for any act or omission arising out of the employee’s performance of school duties. Legal representation will be provided as stated in the MCA’s liability coverage.

MCA reserves the right, as needed, to obtain additional legal representation. Additional legal representation, if needed, will be provided through one of the MCA’s attorneys on retainer.

5.13 Negotiated Agreements and Employment Contracts

MCA will follow any collective bargaining agreements negotiated with unions representing MCA employees, and the individual employment contracts of unrepresented employees, including, but not limited to agreements addressing: tenure; evaluation; benefits; illness, vacation and leaves; paid holidays; and retiree benefits. To avoid potential 1090 conflict of interest violations no Board member who is an employee and a union member will be involved in Board discussions or votes on the negotiation of union contract language or approval of union contracts that cover his/her bargaining unit. Any employee having an individual employment contract will be ineligible to be a Board member.
ELEMENT VI: Procedures that will Ensure the Health and Safety of Pupils and Staff

Governing Law: 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 §44237.” Ed. Code §47605) (b)(5)(F)

6.0 Insurance Requirements:

No coverage shall be provided to MCA by the District under any of the District’s self-insured programs or commercial insurance policies. MCA 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 the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

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

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the 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 that $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 Board of Education of the City of Los Angeles as named additional insurees 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

6.1 Evidence of Insurance:

The Charter School shall furnish to the District’s Office 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 suchinsurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require complete certified copies of the required insurance policies.
Should MCA (the charter school) deem it prudent and/or desirable to have insurance coverage for theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of MCA.

6.2 Hold Harmless/Indemnification Provision:

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

The Charter School will have a Health, Safety, and Emergency plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Charter School, its employees and officers will comply with the Family Education rights and Privacy Act (FERPA) at all times.

LOCATION OF PUPIL RECORDS: Most pupil records are maintained at the school site location. Records maintained by MCA are generally kept in the Compliance Office with the Executive Director and/or Assistant Director as custodian(s) of records. In addition:

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

The Charter School shall require all employees of the Charter School and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

6.3 Montague Charter Academy's Facilities:

The facilities of Montague Charter Academy are located at 13000 Montague Street, Pacoima, California, 91331. The sponsoring district will be notified of additional locations as a result of future expansion.

6.4 Safety of Auxiliary Services:

MCA will ensure the safety of its food services, transportation, custodial services, and hazardous materials by appropriate monitoring, training, and oversight.

6.5 Compliance of School Facilities:

The Charter School's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such requirements. All provisions for compliance will be included in the District’s Facility Use Agreement.

6.6 Safe School Plan:

A comprehensive Safe School Plan (following the LAUSD template) is developed and kept on file for review each year to ensure a safe environment for students, community and staff. The school staff will be trained annually on the safety procedures outlined in the plan. The current plan is contained in the Appendix K.

6.7 Safety Procedures:

The Plant Manager will meet with the custodial staff on a periodic basis to insure that all safety procedures/requirements are clearly understood and followed. LAUSD safety procedures for site management are followed. The school site will be maintained in a safe manner at all times. Environmental safety is a priority with all guidelines of the sponsoring district implemented.
6.8 Health and Safety Policies:

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

**Procedures for Background Checks:**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**TB Testing:**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code 49406.

**Immunizations:**

All students enrolled and staff will be required to provide records documenting immunization as is required at public school pursuant to Health and Safety Code Sections 102325-120375, and Title 17, California Code of regulations Sections 6000-6075.

**Medication in School:**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing, And Scoliosis:**
Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, to the same extent as would be required if the pupils attended a non-charter public school, as applicable to the grade levels served by the Charter School.

**Emergency Preparedness:**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

**Blood Borne Pathogens:**

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Drug Free/Alcohol Free/Smoke Free Environment:**

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

**Facility Safety:**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School maintains a Certificate of Occupancy on file at the school site. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facility to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

**Comprehensive Sexual Harassment Policies and Procedures:**

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

6.10 Mandated Child Abuse Reporting:

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

The following guidelines apply:

I. Background

MCA recognizes that it is the responsibility of all staff to protect students from abuse
and neglect by becoming knowledgeable about abuse and neglect, its indicators, filing
mandatory suspected child abuse reports as required, and cooperating with child
protective agencies.

II. MCA Employees as Mandated Reporters of Suspected Child Abuse

A. Pursuant to MCA policy, all District and MCA employees are mandated reporters
of suspected child abuse/neglect. State law applies to certificated employees, health
practitioners, school police, instructional aides, teachers’ assistants, and classified
employees as mandated reporters of suspected child abuse.

B. All mandated reporters with actual knowledge or reasonable suspicion of child
abuse/neglect must: 1) Call the appropriate local law enforcement department or the
Department of Children and Family Services (DCFS) immediately, or as soon as
practically possible, and 2) Submit the written report to the agency called within 36
hours of receiving the information to the appropriate agency.

C. Employees reporting suspected child abuse to a school principal, site
administrator, supervisor, school nurse/doctor, school counselor, co-worker, or other
person(s) do not fulfill their individual responsibility to make a mandated telephone and
written report to an appropriate child protective agency.

D. School volunteers are not mandated reporters of suspected child abuse.
However, MCA encourages volunteers to speak to an administrator promptly regarding
any inappropriate incident, conduct, or behavior.
III. Legal Protection for Employees as Mandated Reporters

A. State law provides immunity from civil or criminal liability for mandated reporters who file suspected child abuse reports.

B. MCA will defend employees who file suspected child abuse reports in the course and scope of their employment consistent with MCA policy against any actions/claims that may be made as a result of such reports.

IV. Individual Employee Liability for Failure to Report Suspected Child Abuse

A. Failure to comply with this policy may subject an employee to professional liability, as well as discipline, demotion, dismissal, and the possible suspension or revocation of credentials.

B. Failure to comply with the mandated suspected child abuse reporting requirements may also subject an employee to personal civil liability which can result in the cost of defense and subsequent related damages the child incurs, if any.

C. Any employee, as a mandated reporter of suspected child abuse, who fails to report any instance of abuse or neglect, while knowing or reasonably suspecting abuse or neglect, can incur criminal liability of a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to $1,000, or both.

V. Child Abuse Mandated Training for Employees

Child Abuse reporting procedures are reviewed yearly for all employees at Opening Day meetings and throughout the school year. In addition, online training is provided for all staff through our membership in ASCIP.

ELEMENT VII:
Achieving Racial and Ethnic Balance
Governing Law: The means by which the school will achieve a racial and ethnic balance among pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)

7.0 No Child Left Behind - Public School Choice (NCLB-PSC) Traveling Students:

The District and MCA are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLAA”). MCA agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize any agreed to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Montague Charter Academy shall have the right to continue attending the Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student at MCA shall end in the event that the NCLB-PSC student’s resident District school exits Program Improvement status.

MCA will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. The Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies, and the requirements of NCLB. In the event demand for places at MCA under the NCLB-PSC program increases in subsequent years, MCA agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

7.1 Federal Compliance:

As a recipient of federal funds, including federal Title 1, Part A funds, MCA has agreed to meet all of the programmatic, fiscal, and other regulatory requirements of the No
Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. The Charter School understands that it is a local education agency (LEA) for purposes of federal compliance and reporting purposes. MCA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title 1, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title 1 meeting for parents of participating Title 1 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 1 school wide status, if applicable, otherwise, identify and maintain roster of eligible students for the Title 1 Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

The Charter School also understands that as part of its oversight of the Charter School the District may conduct program review of federal and state compliance issues.

7.2 Court-ordered Integration:

The Charter School is subject to the 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further
request by the District outlining how it would achieve and maintain LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

7.3 Non-Discrimination Policy:

MCA will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

7.4 Recruitment Efforts:

MCA will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the community of Pacoima of the sponsoring school district.

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

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

7.5 Sponsoring District Data Collection:

MCA will continue to use LAUSD’s Student Information System (SIS) on a zero cost basis. MCA will continue to input student data into the District’s information system to
facilitate student transfers between the sponsoring district and MCA. Students who leave the Charter and enroll at a LAUSD school will be given the official district transfer from the Student Information System to take to the student’s new school as outlined in LAUSD’s, Cumulative Record Handbook for Elementary Schools, which states that, “An affiliated or conversion charter is treated as an LAUSD school...” for purposes of transfer of pupil records.

ELEMENT VIII:
Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)

8.0 Admission Policy:

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

8.1 Enrollment Preference:

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

8.2 Education Code Section 47605:

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

8.3 Required Documents for Enrollment:

MCA will require, at a minimum, documents currently needed for enrollment in any school at LAUSD (e.g. immunization records, verification of birthday, etc.).

8.4 Enrollment Process:

At the time of enrollment, information about MCA will be explained to parents. All parents will be given a Parent Student Handbook. All parents will be asked to review and sign our home-school contract which delineates:

- student behavior codes
- student attendance policy
- parental involvement policy
- FERPA
- student privacy rights
- dress code policy

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

8.6 Admission Preference:

MCA’s first responsibility is to hold seats for students residing in the school’s original attendance area. Admission preference will be granted for students residing in the specified District boundaries for Montague Street Elementary per Education Code Section 47605(d)(1) for conversion charter schools. Students from the attendance area may enroll throughout the year and MCA is obligated by agreement with the sponsoring district to hold seats open for these students who will take first priority for seats at MCA but not beyond MCA’s enrollment capacity of 1300 students.

8.7 Students Outside Original Attendance Zone:

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

8.8 Assurance of Enrollment Compliance:

MCA will invite a representative from the District’s Innovation and Charter Schools Division to the public drawing admission process.

8.9 Placement List:

After all organized classes are filled and MCA has reached capacity, a placement list will be established based on the order of application date. During the first two months of school parents will be notified of their status on the placement list. When students are moved from the placement list to eligible enrollment based on grade level capacity, parents will be notified by telephone or mail.

8.10 Lottery Process:

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

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

Insuring Rules are Fairly Executed:

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

Timelines for Enrollment and Lottery:

The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place during April 1st through May15th, during which time space requests will be made available at the school site for applicants. Application to MCA should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session scheduled in the evening to ensure maximize participation. The purpose of the meeting is to allow parents the opportunity to learn more about the educational program of the Charter School. The content of materials in the admissions process will not be used as a factor of admission, but the requirement helps assure that parents and students are seriously interested in attending MCA.

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

1. Students in MCA attendance area.
2. Siblings of students currently enrolled, or wards of their parents
3. Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
4. Children of current employees of MCA, not to exceed 10% of the school population.
5. Students living in California

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.
Parents and students admitted to the Charter School are expected to attend an orientation session to review the policies and expectations of the Charter School. The Executive Director will work to assure that all families understand these policies and expectations and that they are aware of ways to be involved in the school's life and decision-making.

8.11 Documentation of Enrollment:

MCA will retain documentation of the admission and enrollment process and procedures followed.

8.12 Assurance of Change in Policy:

The District will be notified of any changes to the enrollment process in advance of any subsequent changes.

8.13 McKinney-Vento Homeless Assistance Act:

The Charter School will 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.

The Charter School will include specific information in their outreach materials, websites, and community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

8.14 Assurances:

MCA will not enroll pupils over 19 years of age unless continuously enrolled in a public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.

MCA will be non-sectarian in programs, admissions policies, employment practices, and other operations.

MCA will not charge tuition.

MCA will follow all laws establishing minimum age requirements for public school attendance.
ELEMENT IX:

Annual Independent Financial Audit Will be Conducted and Exceptions/Deficiencies Resolved

Governing Law: 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 Education Code Section 47605(b)(5)(I)

9.0 District Oversight Costs:

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

9.2 Audits:

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office Management and Budget Circulars.

The Charter School will select an independent auditor who is a public accountant and who is approved by the State Controller on its published list as an educational audit provider. The completed audit is submitted by December 15th annually to the Los Angeles Unified School District, the Los Angeles County Office of Education, the California Department of Education, and the State Controller’s Office. The Governing Board and the Budget Committee will review all audits. Audits will be kept on file. Deficiencies or exceptions will be resolved to the satisfaction of the Los Angeles Unified School District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
The independent financial audit of the Charter School is public record to be provided to the public upon request.

9.3 Fiscal Reports:

The following reports will continue to be submitted to LAUSD, in the required format and within a reasonable timeline each year:

- Provisional Budget - Spring prior to operating fiscal year.
- Final Budget - July of the budget fiscal year.
- First Interim Projections – First week of December.
- Second Interim Projections – First week of March.
- Un-audited Actuals - August following the end of the fiscal year.
- Audited Actuals - No later than December 15th following the end of the fiscal year.
- Classification Report – monthly, the Monday after close of the last day of the school month.
- Statistical Report – monthly, the Friday after the last day of the school month. In addition:
  - P1 - First week of January.
  - P2 - First week of April.
- Bell Schedule - Annually by November using the SIS system as made accessible by LAUSD.
- Other reports requested by the District

9.4 Balance Reserves:

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

9.5 Attendance Accounting:

To insure the integrity of attendance accounting, each office technician has the sole responsibility to monitor the daily accuracy of our system by calendar tracks. Existing attendance accounting procedures reported through the District provide excellent checks and balances and will continue to be utilized unless a more efficient system can be devised which will satisfy the requirements of CDE, LACOE and the District. Additionally, attendance accounting will be included in our annual independent audit. To facilitate the transfer of students from and to District schools, MCA will continue to input data in the District’s Student Information System (SIS) and any successor system as long as the District continues to provide the system and training for our site. MCA reserves the right to move to a data information system that better meets the school's
needs as necessary. MCA will comply with the Public Records Act and the Federal Educational Rights and Privacy Act (FERPA).

9.6 **Contract Development:**

MCA will always utilize effective business practices which will result in the best quality at the best price. Contracts for service, equipment and alterations/improvements (in excess of $15,000) will be submitted to multiple bidders. All things being equal, preference will always be given to local bidders.

9.7 **Administrative Services:**

MCA wants to continue developing a healthy, collaborative, synergistic relationship with the District. All MCA-requested services above and beyond those services from the District normally provided will be on a fee-for-service basis. All services provided by the District to MCA that are exclusively developed for our site must be initiated by a written request from MCA to the District. The District determines the actual cost or fee for the service which will be need approval by MCA prior to delivery of service.

9.8 **Mandated Costs:**

In order to meet the health, safety, and public accountability requirements of all public school children enrolled at MCA, MCA will be required to comply with the following programs and activities:

- Annual Parent Notifications II
- Behavior Intervention Plans
- Comprehensive School Safety Plan
- Criminal Background Check
- Habitual Truant Conferences
- Notice of Truancy
- Open Meetings Act/Brown Act
- Physical Performance Tests
- Pupil Health Screenings
- Immunization Records
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- Standardized Testing and Reporting
- Any other current or future mandates that directly pertain to the health, safety, and welfare of Charter School students.
- In addition, any additional mandates that must be performed to satisfy the State’s testing and graduation requirements.
9.9 Capacity and Class Size:

MCA’s grade K-5 capacity effective July 1, 2012 will be 1,300. Projected class size of approximately twenty will continue in kinder through third grades and approximately twenty-five in fourth and fifth grades. MCA’s calendar will continue to reflect 163 days of instruction. MCA will continue on the Modified Concept 6 calendar in order to house the current number of enrolled students and reserves the right to modify the calendar based on need. MCA will continue to offer the number of instructional minutes mandated by law.

MCA recognizes the importance of exiting the Modified Concept 6 calendar and extending the school year to at least 180 days. MCA administration has met with District representatives to discuss MCA’s housing challenges. During the meeting administration discussed accessing District Measure Q bond funds to replace bungalow classrooms with a permanent building that includes at least 16 teaching classrooms, 4 additional restrooms (2 students and 2 adult) and a satellite cafeteria. This building from planning to construction would take approximately two years for completion. At the end of the two years MCA would have enough teaching classrooms for the needs of all MCA’s students. However, MCA’s yard space would be reduced as well as parking space and MCA would still have nearly half of its students housed in temporary bungalows with permanent structures that would increase yard space and parking. The projected timeline for completion of this project would be an additional two years. Changing from 163 day instructional calendar to a 180 day instructional calendar would depend on the timeline of construction and the availability of housing during the construction. MCA hopes that by 2016 all construction is complete and that all students are able to attend MCA on a 190 day instructional calendar.

9.10 Future Expansion:

Any future expansion of grade levels will first be submitted to the District for approval at least six months prior to the anticipated change.

9.11 Access to Facilities Resources:

Montague Charter Academy shall have access to present and future facilities resources (e.g. Prop 39, Prop 47, Prop K, Measure R, etc.) in accordance with the law as applied to charter schools and/or district facilities and pursuant to a written request submitted by MCA.

9.12 Transportation:

Transportation services for MCA activities such as curricular trips, school sponsored events, and events of the Montague Parent Center will be provided at Charter School expense utilizing either District buses or a state-approved transportation provider. Transportation to and from school will not be provided, except as required by law in an IEP for a special education student.
ELEMENT X:  
Student Suspension or Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

10.0 MCA’s Discipline Policy:

The MCA staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process. Montague Charter Academy’s Discipline Policy and LAUSD’s Parent-Student Handbook describe the school’s disciplinary rules and procedures (see Appendix M). Students are expected to read and sign the LAUSD’s Parent-Student Handbook and MCA’s Parent-Student Compact yearly.

10.1 The Current Suspension and Expulsion Policy:

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 489000 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspensions and expulsions.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension, and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and
procedures. The notice shall state that these Policy and Administrative Procedures are available on request at MCA’s Main office.

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

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

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

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

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services for the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

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

10.2 Grounds for Suspension and Expulsion of Students:

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

10.3 Enumerated Offenses:

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the
protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For
purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

10.4 Suspension Procedure:

Suspensions shall be initiated according to the following procedures:

10.5 Conference to Appeal a Suspension

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within a reasonable time, unless the parent waives this right or is physically unable to attend for any reason.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

10.6 Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

10.7 Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

10.8 Authority to Expel:

A student may be expelled by MCA’s Board following a hearing where evidence and facts are shared. MCA’s Board can recommend expulsion of any student found to have committed an expellable offense.

10.9 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

The MCA Board will determine final decision to expel. The hearing shall be held in closed session unless the parent/guardian makes a written request for a public hearing at least three (3) days prior to the hearing.
Written notice of the hearing shall be forwarded to the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

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

MCA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, can be rescinded due to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by MCA. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at he 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
10.11 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.

10.12 Presentation of Evidence:

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

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

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

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

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

10.13 Written Notice to Expel:

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

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

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District upon request.
This notice shall include the following:

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

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, MCA shall notify the superintendent of the school district of the pupil’s last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors’ decision to expel shall be final.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. The Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 MCA’s failure to implement 504 Plan?

10.14 Disciplinary Records:

MCA shall maintain records of all student suspensions and expulsions. Such records shall be made available to the District upon request.
10.15 No Right to Appeal:

The student or parent shall have no right to appeal the decision of expulsion from the MCA as the MCA Governing Board’s decision to expel shall be final.

10.16 Expelled Pupils/Alternative Education:

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

MCA shall ensure the appropriate interim placement of students during and pending the completion of the MCA’s student expulsion process. If the student receives or is eligible for special education, MCA shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

10.17 Rehabilitation Plans:

Students who are expelled from MCA shall be given a rehabilitation plan upon expulsion as developed by MCA’s 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 should include a date not later than one year from the date of expulsion when the pupil may reapply to MCA for readmission.

10.18 Readmission:

The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

10.19 Special Education Students:

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to

Prior to recommending expulsion for a student with a 504 plan, the 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?

10.20 Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT XI:

Retirement Programs

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Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or Federal Social Security. Education Code Section 47605(b)(5)(K)

Retirement Systems: STRS/ PERS/ PARS:

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

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

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

MCA has created a committed fund, under the MCA Board’s jurisdiction, to set aside funding for all designated retired employees. This committed fund was created after an actuarial study, as part of the 2009-2010 audit, projected costs to fund retirees’ health benefits from July 1, 2012 through June 30, 2017. The funding is set aside in a committed fund under the Board’s authority. This committed fund will be audited yearly and adjustments made so that the fund will cover all projected costs for retirees’ health benefits from July 1, 2012 through June 30, 2017. In addition, MCA will develop a long-term strategic plan to continue funding these benefits throughout retirement. MCA recognizes that retiree health benefits from July 1, 2012 through June 30, 2017 are part of contract negotiations and MCA may need to adjust funds set aside in the committed fund in supporting retiree health benefits. Should MCA close for any reason during the term of the renewal period, the MCA Governing Board will select a competent company to administer the committed funds account so that retirees will continue to have their health benefits costs paid for during the term of the renewal charter.
ELEMENT XII:

Public School Attendance Alternative for Pupils Residing within the District/County who Choose Not to Attend the Charter School

Governing Law: The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605 (b)(5)(L)

No student shall be required to attend the Charter School. Pupils who choose not to attend Montague Charter Academy for the Arts and Sciences may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT XIII:
Description of the Rights of any Employee of the
District/County

Governing Law: 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. Education Code Section 47605(b)(5)(M)

13.0 Right to Return to District:

No person may be required to work at a Charter School. Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

13.1 Non-permanent District Employees:

A non-permanent District employee will not acquire tenure with the District or accrue credit toward tenure with the District based upon time served in the charter.

13.2 Seniority Date & Status:

The Seniority Date and Status of employees returning from a District Leave shall be governed by the applicable Collective Bargaining Agreement and established District rules and procedures.

MCA will be the public employer of record for staff at the independent Charter.

13.3 Employee Roles:

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

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Between MCA and the Sponsoring District:

The staff and governing board members of Montague Charter Academy for the Arts and Sciences agree to resolve any claim, controversy, or dispute arising out of or relating to the Charter agreement between the District and the 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 MCA shall be resolved in accordance with the procedures set forth within:

I. Any Dispute shall be put in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification may be tendered 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 PM 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 notices shall be addressed as follows:

To Charter School: Montague Charter Academy

c/o Executive Director 13000 Montague Street
Pacoima, CA 91331

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

II. 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 claim (“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.

III. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may 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.

IV. 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 California State Bar 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 shall bear all attorney’s fees, costs, and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT XV:
Declaration of Exclusive Public School Employer
and Employer Status and Collective
Bargaining Rights

Governing Law: A declaration whether or not the charter school shall be deemed the
exclusive public school employer of the employees of the charter school for the
purposes of the Educational Employment Relations Act (Chapter 10.7 – commencing
with Section 3540 of Division 4 of Title 1 of the Government Code). Education Code
Section 47605(b)(5)(O)

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

15.2 Modifications or Revisions to Employee Contract:
Modifications or revisions to union contracts can only occur through negotiation
between the bargaining units and MCA through processes outlined in the bargaining
unit contracts.

The employees reserve the right to review and alter bargaining representation
arrangements and to negotiate union contracts through their exclusive representatives.

Should the state of California deny collective bargaining to school employees, MCA will
be exempt unless charter schools are specifically included in the law which denies
collective bargaining to school employees.
ELEMENT XVI:
Charter School Closure

Governing Law: 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. Education Code Section 47605(b)(5)(P).

16.0 Revocation:

The District may revoke the charter if the 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 School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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.
16.1 Closure Action:
The decision to close the Charter School either by the Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

16.3 Closure Procedures:
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the Charter School’s nonprofit corporation and/or governing board.

16.4 Documentation of Closure Action:
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the Charter School must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the Charter School participates.
Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the Charter School’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child'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

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the Charter School within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

16.5 School and Student Records Retention and Transfer

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two
categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

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

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the Charter School has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**16.6 Financial Close-Out**

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity if it is aware of any liabilities the Charter School owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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 Charter School received state funding for which it was not eligible.

The Charter School shall ensure completion of an independent final audit within six months after the closure of the 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 the Charter School.

This audit may serve as the Charter School’s annual audit.

The financial closeout audit of the Charter School will be paid for by the 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 the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the
outstanding debts or liabilities of the Charter School. Any unused monies at the time of
the audit will be returned to the appropriate funding source. The 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 the Charter School participates, and other categorical funds will be returned to
the source of funds.

The Charter School shall ensure the completion and filing of any annual reports
required. This includes:

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 the 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.

16.7 Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the Charter School.
Charter school closure procedures must also ensure disposal of any net assets
remaining after all liabilities of the Charter School have been paid or otherwise
addressed. Such disposal includes, but is not limited to:
1. The return of any donated materials and property according to any conditions set when the donations were accepted.

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

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

Net assets of the Charter School may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

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

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.
Prior to final closure, the Charter School shall do all of the following on behalf of the Charter School’s employees, and anything else required by applicable law:

   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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

   c. Make final federal tax payments (employee taxes, etc.)

   d. File the final withholding tax return (Treasury Form 165).

   e. File the final return with the IRS (Form 990 and Schedule).

   f. MCA will revert back to an LAUSD school.

   g. A timely transfer of student records to the receiving schools will be made by MCA, for those students not eligible to remain at the location of MCA, due to LAUSD boundaries and attendance policies. Any decision to transfer students from MCA will be conducted in conjunction with consultation with LAUSD, who may decide to allow students to complete the school year at the MCA location which has reverted to an LAUSD school, unless the transfers are at the request of the students’ parents/guardians/caregivers.

At closing the Charter School will revert back to an LAUSD school. A timely transfer of student records to the receiving schools will be made by the Charter School for those students not eligible to remain at the location of the Charter School, due to LAUSD boundaries and attendance policies. Any decision to transfer students from the Charter School will be conducted in conjunction with consultation with LAUSD, which may decide to allow students to complete the school year at the Charter School location which has reverted to an LAUSD school, unless the transfers are at the request of the students’ parents/guardians/caregivers.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Charter School’s right to operate as a Charter School or cause the Charter School to cease operation. The Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should the Charter School breach any obligation under this Element 16. The District, therefore, shall have 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.

16.8 *Facilities

Proposed Charter School Location: 13000 Montague Street, Pacoima, CA 91331-4146

Names of District school sites near proposed location: Haddon Elementary, Vena Avenue School, Pacoima Middle School, and Fernangeles Elementary

Proposed Charter School to be located within the boundaries of LAUSD: Yes

16.9 District-Owned Facilities:

If the Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, the Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition the Charter School will occupy and use any LAUSD facilities, the Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

The Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent the Charter School from conducting its educational programs. If the Charter School will share the use of LAUSD facilities with other LAUSD user groups, the Charter School agrees it will participate in and observe all LAUSD safety policies (e.g.,
emergency chain of information, participate in safety drills).

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

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

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to the Charter School for use. The 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 LAUSD facilities by any person or entity other than the Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - **Pro Rata Share.** LAUSD shall collect and the Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **Taxes; Assessments.** Generally, the Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or the Charter School’s legal or equitable interest created by the use agreement.
• **Maintenance & Operations Services.** In the event LAUSD agrees to allow the Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by the Charter School.

- **Co-Location.** If the Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and the 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.

- **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and the 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, the Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if the Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. The Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is colocating or sharing the LAUSD facility with another user.

**16.10 Facility Status:**

The charter petitioner must demonstrate control of a facility such as a commitment from
the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply 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 the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

16.11 Occupancy of the Site:

The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the Charter School is scheduled to open or operate in the facility or facilities. 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.

16.12 Health & Safety:

The Charter School will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

16.13 Asbestos Management:

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

Section XII

CONCLUSION
By approving this charter, MCA will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to continue work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval.