MULTICULTURAL LEARNING CENTER

Petition for the Renewal of a Charter School

Submitted to the Los Angeles Unified School District
October 20, 2010
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Multicultural Learning Center – Fulfilling our Mission 2001 – 2010

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Multicultural Learning Center: An Overview 2001 - 2010

“In the fall of 2001, the adventure began with the birth of the Multicultural Learning Center. Not just a place, but also a school formed on the foundation of the unity and strengths of cultures. I look back at my years at MLC now and I realize that we came through to the end, not as individuals, but as a team. We came through as a whole. Individually, we are the nerds, the jocks, and the troublemakers. But, as a whole we are the Multicultural Learning Center.” (Anthony Bautista, 8th Grade Graduate, Class of 2010)

The vision of the Multicultural Learning Center is to “bring together a diverse community of learners where cultural and individual differences are the building blocks of academic, social, and intrapersonal success.” Following is a snapshot of our success in achieving this vision over the past 10 years—further detailed in the 16 Elements of the Charter Renewal Application.

“Bring together a diverse community of learners”

Demographic Shift toward Diversity: With very few exceptions, most public schools perpetuate the educational and social differences they inherit, increasing the gap between those of comfort and those of poverty. The Multicultural Learning Center has demonstrated how to reverse that trend in the San Fernando Valley. Parents from a mix of cultures and economic backgrounds enroll their children at MLC because they identify with the principles and values inherent in the school’s vision. MLC students come from more than 80 neighborhood schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Enrollment</th>
<th>Hispanic</th>
<th>White</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>English Learner</th>
<th>Free &amp; Reduced Lunch</th>
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<tbody>
<tr>
<td>01-02</td>
<td>190 K-4</td>
<td>84%</td>
<td>8%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>65%</td>
<td>77%</td>
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<td>09-10</td>
<td>329 K-8</td>
<td>71%</td>
<td>16%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
<td>38%</td>
<td>61%</td>
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Impact of Balance of Language Dominance on Performance

Students are recruited to maintain an ideal ratio of 50:50 between English and Spanish dominant speakers to support the design of the dual language program. While in the first
years the ratio was closer to 80:20 with the majority of students having Spanish as a first language, through recruiting efforts we’ve achieved 50:50 in the past few years.

The balanced classes contribute to higher achievement in a dual language program. For example, MLC’s current 5th grade class is our first cohort with a nearly 50:50 balance in first language background and their scores have demonstrated the impact of that balance on performance for both EO’s and EL’s. These statistics indicate that both EL and EO subgroups are on target for success in their goal to reach bi-literacy by the 8th grade.

<table>
<thead>
<tr>
<th>Cohort Data on MLC’s Current 5th Grade Students</th>
<th>Third Grade (2008-2009)</th>
<th>Fourth Grade (2009-2010)</th>
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<tbody>
<tr>
<td>% Proficient and Advanced on CST Language Arts</td>
<td>36%</td>
<td>72%</td>
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<tr>
<td>% Reading at or Above Grade Level in English per DRA</td>
<td>50%</td>
<td>97%</td>
</tr>
<tr>
<td>% Reading at or Above Grade Level in Spanish per DRA</td>
<td>65%</td>
<td>91%</td>
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**Cultural diversity is valued and celebrated in the classroom and in the school community.**

Students share and explore cultural diversity in the context of learning in the classroom as well as through school-wide celebrations. School-wide celebrations develop awareness of the role that language, dance, music, and customs play in defining a culture. In classrooms, students develop a sense of their own culture as well as others through social studies learning themes related to their family, neighborhood, community, our city, state, and country. Parents and community members contribute expertise and support learning experiences.
Students Reflect on the Value of Nine Years of Living and Learning in a Diverse Community. The following quotes are excerpts from graduation speeches given by MLC’s first 8th Grade Graduating class that began in Kindergarten in our inaugural year:

“In the year 2001, 60 students walked into the MLC gates speaking only one language, every face unfamiliar to the next. Now we can tell each other apart from a simple laugh. As a whole, we have joyfully become a unique and diverse school community. MLC has brought the fortunate opportunity of a bilingual education to the Los Angeles community, not only to the students in the class, but our families as well. The teachers and staff have watched us grow together as one and accept each other as we are.” (Cynthia Rojo, age 14)

“MLC has been a great place to learn and grow, not just intellectually but also as a community and socially. Throughout our experience here we have learned to accept others as they are and to tolerate everyone’s views and beliefs. This school has shaped us into tolerant young adults who see things in a different way than many other students—with more tolerance and respect. The privilege of attending MLC has shown us how to act as a community and with words not violence. The teachers have not only taught us how to write essays or how to solve algebra problems, but they have shown us how to think of everything as optimistically and as respectfully as possible by using our bilingual skills.” (Marco Martinez, age 14)

“The thing that influenced me the most not only as a student, but a person in general, is the thing you can’t get at any other school—the diversity and the way my friends live. At our age, we have witnessed everything and anything about each other. I still won’t understand entirely the influence this school has had on me, and I’m sure others haven’t either, but I am sure of this: We will all be successful no matter what happens to us. We will succeed because of what this school has done for us. From the outside, we look like a
normal school. But in the inside, we are a group of young adults, getting ready for the world to come. Each of us eighth graders, have something unique about us. We have gained this, because of the community at MLC. I can’t say enough about my friends and teachers here at MLC. These are the people that inspired me the most. These are the people that we will take after. We influence each other; through life lessons and academic lessons.” (Anthony Bautista, age 14)

Parent Involvement

Parents are encouraged to become involved at MLC in a variety of ways. The following are facilitated in both Spanish and English—with efforts made to include everyone.

- Parents are invited for a Second Cup of Coffee every Wednesday with MLC’s Executive Director and Program Director
- Grade Level Breakfasts each month allowing parents to give feedback to administration and faculty.
- Pot-Luck Dinners with Executive Director
- Town-Hall Meetings to address a variety of topics
- MLC’s Parent Council meets monthly and holds parents accountable for meeting volunteer commitments
- Parents are convened to provide feedback on the adoption of curricular programs, grant projects, and in the development of this Renewal Application
- MLC offers free Adult Education – including language classes in Spanish and English and PESA (Parent Expectations Support Achievement). PESA has been extremely successful in identifying and addressing the needs of parents to develop communication skills with their children.
“Cultural and individual differences are building blocks”

Reader’s and Writer’s Workshop – A Differentiated Approach to Developing Literacy in Two Languages

This curriculum and teaching approach allows teachers to differentiate their instruction, based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals and to stretch their writing ability as far as it will go. *A recent testimony for the reading and writing program at MLC has been the acceptance of our graduates into honors English classes as well as AP Spanish Language in ninth grade at local public high schools.*

MLC Promotes Critical Thinking Skills by Integrating the Visual, Performing and Media Arts into the Academic Curriculum

At MLC, the visual, performing and media arts are central to daily learning experiences. Students engage in hands-on learning projects that allow them to experience the arts and technology as ways of learning and showing what they know. This happens within the classrooms in connection with academic subjects as well as through instructional experiences with community artists. Students learn *in and through the arts.* As they develop skills and knowledge in visual, performing and media arts, they apply that knowledge in a way that allows for deeper understanding of big ideas.

“For educators who wonder if we can serve the whole child, provide quality arts experiences, and still raise achievement scores, MLC provides evidence that it can be done. More importantly, they believe it must be done for all kids. Having embraced a vision of what quality education means for all kids, they have translated their values into action in a very exciting way.” (Mark Slavkin, Vice President for Education, Music Center: Performing Arts Center of Los Angeles County)
After-School Intervention and Enrichment

MLC’s utilizes its After-School Program (ESCAPE) funded by an After School Safety and Enrichment grant, to provide students with necessary intervention and enrichment opportunities. Students have daily opportunities for enrichment in music, art, athletics, cooking, leadership, and much more. Students are identified by classroom teachers and through analysis of test data for placement in academic courses taught by credentialed teachers in reading, writing, and math in the after-school program. Results from the 2010 CST data show that students enrolled in these classes during the 2009-2010 school year made significant gains on the tests which a majority advancing from Basic to Proficient.

MLC proudly won the Charter Middle School Soccer Championships.

MLC is Pro-Active in Meeting the Needs of Students

Ready for School: MLC works with families BEFORE they enter kindergarten to develop early relationships with parents and children and to help us balance classes to ensure success for all students. In addition to Recruitment Activities – Parent Information Meeting, Tours, Lottery, and Spring Kinder Fair—which are required for all incoming kinder families, MLC hosts an optional Kinder Academy in collaboration with The Village: Ready for School. In addition, all incoming kinder families attend a Welcome Appointment with school staff during which parents discuss student needs and interests and share existing IEPs and details of MLC’s Student Survey.

Occupational Therapy for All: Occupational Therapy is used as an intervention for students who have difficulty learning new motor skills; poor organization and sequencing of tasks; poor hand use (including writing and tool use); difficulty in accomplishing tasks without the use of adaptive equipment, environmental modifications, or assistive technology; unusual or limited play patterns; deficits in adaptive self-help or feeding
kills in the educational setting; poor attention to task; and differences in responses to environmental and body sensations at school that negatively affect the child’s participation and performance at school

“Academic, social, and intrapersonal success”

Dual Language Program

MLC’s dual language program helps all students achieve academic, social and interpersonal success.

**Academic Success:** Learning in two languages provides every student with an enriched academic learning experience in which content is taught and learned in both English and Spanish.

**Social Success:** Students of diverse backgrounds learn side-by-side developing cultural awareness and appreciation of differences as they learn to communicate in two languages.

**Intrapersonal Success:** Students develop self-confidence and value their own cultural diversity as well as their abilities to learn and communicate in two languages.

MLC’s school-wide academic success is demonstrated in our API growth and advancement of school-wide targets.
MLC is only one-year behind in meeting the advancing state targets for achievement in math and language arts. The target for Math in 2009 was 47.7% and is 58% in 2010. MLC falls in between the two with a score of 53% in 2010. The target for ELA in 2009 was 46% and MLC met the target in 2010.

MLC is closing the achievement gap for the Hispanic and Economically Disadvantaged subgroups in English Language Arts and Math. MLC met all of its AMOs in ELA for school-wide and all subgroups for the first time in its history via Safe Harbor—having virtually eliminated students from the below basic and far below basic categories. Another first is minimal growth in math scores from 2009 to 2010 indicating the need for a renewed effort by all staff.

<table>
<thead>
<tr>
<th>Percentage of Students Scoring Advanced &amp; Proficient in ELA &amp; Math</th>
<th>ELA</th>
<th>Math</th>
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<tbody>
<tr>
<td></td>
<td>2009</td>
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<td>42.7%</td>
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Consistently High Attendance Impacts Student Achievement at MLC

ATTENDANCE (By percentage)

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MLC Students Develop Social Success

Social Thinking groups have been in existence for the last two years and are led by our speech and language specialists to help students with social needs. Groups meet before school or during lunch to provide an interactive, motivating way to improve each child’s social and behavioral flexibility and to ultimately develop better self-awareness and self-monitoring skills while working as part of a group.

“MLC allows its students the room to develop language, learning, and social understanding throughout their elementary and middle school years. MLC instills in all of its students that it is so necessary to excel within not only the academic experience, but also looking beyond their school years, as the future of our society depends on these young minds. At MLC we can be confident, that our students are receiving the preparation needed to realize their potential and reach their dreams academically, socially, and passionately.” (Maria Johnson, Sunshine Speech)

Students at MLC learn what it means to be: Responsible, Respectful, Safe, Caring, and Tolerant. Students are rewarded for demonstrating these qualities at school-wide assemblies and middle school students receive awards for having demonstrated high levels of these traits throughout their years at MLC.

“We have found that the standards of responsibility, respect, caring, safety, and tolerance were not just rules to make us hush up and behave ourselves. These standards are some of the basic, but mandatory, ones that are required to conquer what is waiting for us out there.” (Kaitlyn Rickaby, age 14)
Students Reflect on their own learning and develop intrapersonal success

The staff at MLC has a saying: “without reflection, there is no learning.” At each grade level, students assess their own growth as learners as they measure their progress against academic and behavior goals. The goals are set with guidance from the teacher as well as parents and assessed three times per year in conjunction with report card periods. Students in grades 5 and above use their CST and APREnda or STS data to identify academic goals in language arts and math. At the end of the year, students share their portfolio of work in all academic areas that shows evidence of goal achievement.

Teachers and Staff Engage in Professional Development to Improve Practice in Guiding Students Toward Success

Following is a history of staff development since MLC opened in 2001. MLC continually builds upon professional experiences and provides teachers with growth opportunities to support the academic, social, and intrapersonal success of students.

Professional Development in Different Ways of Knowing and Arts Curriculum Integration

- Two-years of Summer Institutes, Saturday workshops, and coaching in implementing the Different Ways of Knowing social studies core curriculum and integration of the arts (2002-2004) funded by a grant from the California Community Foundation.
- Attendance at Summer Institutes given by the Music Center Education Division (2004 – 2007) and Saturday workshops (2004-2010)
- Employment of artists-in-residence to provide coaching in classroom instruction and arts integration (2003-2010).
- Knowledge Transfer workshops conducted by teachers attending Music Center workshops for staff
- Attendance at Differentiated Instruction Summer Conferences

Professional Development in Language Arts & Literacy

- On-site coaching in Reader’s and Writer’s Workshop with MLC Literacy Coach (2006 – 2008)
- WRITE Institute (2008-2009)
- Writing Rubric Cadre Training (2009-2010)
Professional Development in Math Trailblazers
- Initial training institute on-site with the curriculum developers. (2002)
- Follow-up training provided by Kendall Hunt Publishers off-site (beginning and advanced – 2003-2005)
- Needs Assessment and On-site Coaching from curriculum co-developer. (March 2005)
- Math Trailblazers and Excel Math In-service (2007)

Professional Development in Dual Language Instruction
- Attendance at the Two-Way California Association of Bilingual Education (CABE) conferences
- Two teachers trained in Dual U Training of Trainers to facilitate professional development workshops on Teacher Planning Days for entire staff.
- English Learner’s Symposium at UCLA Lab School (2008, 2009, 2010)

Professional Development in Technology
- Technology Challenge Committee (including staff, parents, and community partners) facilitate workshops during Teacher Planning Days and Knowledge Transfer meetings in accordance with a Three-Year Technology Plan (2001-2006)
- Tech4Learning Training in Imagination Suite student multi-media software (Pixie, Frames and WebBlender) in 2007 followed by Knowledge Transfer training by Technology Committee every year through 2010.
- Digital Storytelling (2009)
- Google Earth and Literature Trips (2010)
- Online Sources & Using Primary Sources to Develop Critical Thinking (2008 – 2010)
- Web Design planned for 2010-2011 school year

Professional Development in Communication and Building a Professional Learning Community
- TRIBES training for staff and parents
- Supportive Confrontation (2008)
Grade Level Meetings and Peer Review

- Grade Level Teams meet one day a week to plan and examine student work according to a student work protocol. MLC Director of Instruction facilitates once a month.
- Each teacher chooses a coach to observe them 2-3 times a year and conduct a peer review evaluation to support and monitor teachers’ attainment of professional and school-wide goals.
- Attainment of professional goals and school-wide goals has an impact on salary increases, bonuses, and budget allocations for professional development as decided by the Board.

Affirmations and Assurances (LAUSD Specific Language)

MLC shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, 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)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 1: Description of the Educational Program

The address of the Charter School is 7510 De Soto Avenue, Canoga Park, CA 91303
The phone number of the Charter School is 818-716-5783
The contact person for the Charter School is Toby Bornstein, Executive Director

The term of this charter shall be from July 1, 2011 to June 30, 2016

The grade configuration is Kindergarten through Eighth Grade.
The number of students in the first year will be 360-379.
The grade level(s) of the students the first year will be Kindergarten through Eighth Grade.
The scheduled opening date of the Charter School is August 22, 2011.
The admission requirements include: New families must attend a Parent Information Meeting, School Tour and participation in the lottery/enrollment procedures including a Kinder Fair and New Student Welcome Appointment as well as Summer Orientation. Returning families must fill out a form indicating their return to the school and attend the first day of classes.

The operational capacity will be 400 students.
The instructional calendar will be: August 22, 2011 through June 1, 2012 (see Appendix A for detailed calendar.)
The bell schedule for the Charter School will be:

K-5 Schedule
7:30 – 8:15am: Breakfast
8:15-8:25: Arrival
8:30am: Instruction Begins
9:50-10:10am: Kinder Recess
10:15 – 10:35am: Primary Recess
10:40 – 11:00am: Upper Recess
11:30 – 11:55am: Kinder Lunch
12:00 – 12:25pm: Kinder Play, Primary Lunch, Upper Play
12:25 – 12:50pm: Primary Play, Upper Lunch
3:00pm: Kinder Dismissal
3:15pm: First – Fifth Grade Dismissal

Middle School Schedule
8:00 – 8:55am: Period 1
9:00 – 9:50am: Period 2
9:50 – 10:00: Morning Break
10:00 – 10:50: Period 3
11:00 – 12:00: Period 4
12:00 – 12:45: Lunch
12:50 – 1:40: Period 5
1:45 – 2:35: Period 6
2:40 – 3:30: Period 7
If space is available, traveling students will have the option to attend
LAUSD specific language ends.

**Vision Statement:** The Multicultural Learning Center also referred to herein as “MLC” and “charter school” brings together a diverse community of learners where cultural and individual differences are the building blocks of academic, social, and intrapersonal success. Students demonstrate positive cross-cultural attitudes and high levels of self-esteem through our dual language program in which students become bilingual and biliterate in Spanish and English. The MLC staff believes that through a constructivist approach to teaching and learning, all children can learn and be successful. At MLC, children create meaning and come to know and respect each other through group interaction, research and questioning, and use of the arts as tools for developing literacy and multicultural understanding. In a student-centered classroom, skills and knowledge in social studies, language arts, math, science, and the visual and performing arts are gained within the context of rich interdisciplinary themes and hands-on activities.

**In pursuit of its mission, MLC:**

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

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

Student Population
The Multicultural Learning Center has served students from diverse areas of the San Fernando Valley since the fall of 2001. It began as K-4 school in 2001, expanded to K-5 in 2002 and to K-8 in 2006 with the first charter renewal. MLC has maintained 96% average attendance since 2005.

The following chart shows the ethnic breakdown of students attending MLC since it opened. It clearly reflects a similar enrollment pattern to neighboring schools, and a trend toward increased diversity as the program has grown from 195 students in 2001-2002 students to 329 students in 2009-2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Filipino</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>84%</td>
<td>8%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
</tr>
<tr>
<td>2002-2003</td>
<td>91%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2003-2004</td>
<td>91%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2004-2005</td>
<td>86%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2005-2006</td>
<td>85%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2006-2007</td>
<td>83%</td>
<td>9%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
<td>N/A</td>
</tr>
<tr>
<td>2007-2008</td>
<td>80%</td>
<td>11%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-2009</td>
<td>74%</td>
<td>13%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>71%</td>
<td>16%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

With very few exceptions, most public schools perpetuate the educational and social differences they inherit, increasing the gap between those of comfort and those of poverty. The Multicultural Learning Center has demonstrated how to reverse that trend in the San Fernando Valley. Parents from a mix of cultures and economic backgrounds enroll their children at MLC because they identify with the principles and values inherent
in the school’s vision. The design of the educational program integrates learning needs of all students including special education, gifted, and English Learners. ()

Students are recruited to maintain an *ideal* ratio of 50:50 between English and Spanish dominant speakers to support the design of the dual language program. Through intensive recruitment efforts, MLC has moved from having an 80:20 ratio of Spanish to English language dominance in its first year to a 50:50 ratio in the 2005-2006 school year. Many of the incoming students have Spanish language exposure and more and more students are entering the program with bilingual skills.

In our original charter we had anticipated approximately 40 percent of the MLC students would be English Learners and 50 percent eligible for free and reduced lunch. The chart below shows that the actual percentages of students in these subgroups were originally larger than anticipated in the beginning, and the trend toward approaching our original projection due to recruitment efforts and re-designation of students’ language proficiency:

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

A Demographic Matrix of schools surrounding MLC’s geographic neighborhood is included in Appendix Q as required by LAUSD.

**Enrollment**

In its first year, MLC enrolled 190 students in grades K-4 (MLC had anticipated enrolling 200 students). Students starting in K-1 participated in the dual language program, receiving content instruction in both Spanish and English. Students entering as 2nd, 3rd, or 4th graders participated in an English language development program. These students have all graduated 5th grade and entered local public and charter middle schools (Columbus Middle, Sutter Middle, Parkman Middle, Magnolia Science Academy, James Jordan Middle, and Chime Middle).

With MLC’s first renewal in 2006, the school expanded to include grades 6-8 with the first K-1 students leading the way. Currently most students in grades K-8 started with MLC in either kindergarten or first grade in the dual language program. A few entered the dual language program at a higher grade level by demonstrating development of language skills in both Spanish and English commensurate with their peers. All students
are now participating in the dual language program. We expect all students to stay at MLC through eighth grade.

MLC intends to maintain a ratio of 20:1 in grades K-3 and 27:1 in grades 4-8 as long as fiscally feasible. The student to teacher ratio for grades K-3 has been maintained at 20:1 or less. In grades four and five, the ratio has not exceeded 27:1 and has been at 20:1 or fewer since 2009-2010. Currently, we have 20:1 or less in all classes K-2 and 27:1 or less in grades 3-8. MLC uses flexible groupings and team teaching to accommodate the learning needs of students and take advantage of individual teacher strengths.

### Enrollment by Year and Grade Level (Actual)

<table>
<thead>
<tr>
<th>Grade</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</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>K</td>
<td>58</td>
<td>40</td>
<td>40</td>
<td>58</td>
<td>58</td>
<td>40</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td>1</td>
<td>36</td>
<td>56</td>
<td>40</td>
<td>40</td>
<td>58</td>
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<td>2</td>
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<td>32</td>
<td>52</td>
<td>34</td>
<td>38</td>
<td>55</td>
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<td>3</td>
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<td>28</td>
<td>43</td>
<td>35</td>
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<td>4</td>
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<td>19</td>
<td>38</td>
<td>31</td>
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<tr>
<td>TOTAL</td>
<td>195</td>
<td>226</td>
<td>227</td>
<td>224</td>
<td>245</td>
<td>263</td>
<td>278</td>
<td>312</td>
<td>329</td>
<td>345</td>
</tr>
</tbody>
</table>

### Classrooms

<table>
<thead>
<tr>
<th></th>
<th>K-3</th>
<th>4-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-3</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>4-8</td>
<td>8</td>
<td>3</td>
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<tr>
<td>9</td>
<td>8</td>
<td>3</td>
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<tr>
<td>10</td>
<td>9</td>
<td>3</td>
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<td>10</td>
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<td>2</td>
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<tr>
<td>11</td>
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<td>2</td>
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<tr>
<td>12</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

(Shaded areas represent students not enrolled in dual language program and who graduated out at the end of fifth grade.)

Renewal Term Enrollment Projections (total reflects attrition @ 5%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>60</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
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<tr>
<td>2</td>
<td>60</td>
<td>60</td>
<td>40</td>
<td>40</td>
<td>40</td>
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<tr>
<td>3</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>40</td>
<td>40</td>
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<tr>
<td>4</td>
<td>58</td>
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<td>5</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>26</td>
<td>37</td>
<td>31</td>
<td>58</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>26</td>
<td>37</td>
<td>31</td>
<td>58</td>
</tr>
<tr>
<td>TOTAL (reflects attrition at 5%)</td>
<td>360</td>
<td>380</td>
<td>396</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>
### Classrooms

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>4-8</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Class Organization**

Classes are organized to accommodate the developmental needs of students. Students are looped in grades K and 1, remaining with the same teacher for those two years. In middle school grades, students are organized in core classes for Language Arts/Social Studies and Science/Math and flexible groupings to meet the changing and specific needs of adolescent learners. Middle School students also have elective classes, physical education, and service learning experiences during the school day.

**Attendance Requirements**

In 2011-2012 MLC will operate 177 days, on a single-track year-round schedule with the option of extending the school year through intercessions as additional funding is secured through grants or as annual budget priorities change. Please refer to Appendix A for the 2011-2012 school calendar. The instructional day for K is 315 minutes, 330 minutes for grades 1-5 and 350 minutes for grades 6-8. Total annual minutes for the academic year are 55,125-56,700 for K, 57,750-59,400 for grades 1-5, and 61,250-63,000 for grades 6-8. MLC will offer, at minimum, the number of instructional minutes set forth in E.C. 47612.5

Our goal is to maintain an average of 95% annual attendance rate each month in each classroom.

MLC offers extended care for working families from 3:00 – 6:30 PM and early drop off and breakfast from 7:30 – 8:30 AM. The costs for extended care are based on a sliding scale according to ability to pay, determined by information given on the application for free and reduced meals. MLC has received funding through ASES to supplement and improve the programs offered after school from 3:00-6:30.

**Our definition of an educated person in the 21st Century**

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

He values his own culture and those of others. He has knowledge of history and social issues and how they relate to the world around him. He can speak, read, and write in at least two languages, and has confidence in communicating through the visual and performing arts. In addition to using the arts as tools for learning and expressing what he knows, an educated person has proficiency in an arts discipline such as visual art, dance, or music.
His decision-making processes reflect ethical values and logical and critical thinking skills. He demonstrates creativity and original thought in the construction of new ideas. He knows how to find answers through a variety of resources including technology. An educated person gets along well with others in a group, feels competent in sharing ideas and opinions, and can collaborate with others to achieve a common goal. He is not afraid to take risks or assume leadership roles, and accepts his own rights and responsibilities as well as those of others. He is open to alternative perspectives, and has acquired skills in resolving conflicts peacefully.

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

**Research Based Design**
The following chart demonstrates alignment between the research on which the MLC charter was created and the educational practices we have implemented over the past ten years:

<table>
<thead>
<tr>
<th>Research</th>
<th>Dual Language</th>
<th>Integrated Curriculum</th>
<th>School Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Piaget</td>
<td>The dual language model MLC is implementing integrates the best of bilingual education for native Spanish speakers with second language acquisition for native English speakers. Language minority students (Spanish speakers) develop literacy in their first language before acquiring their second, resulting in higher levels of proficiency in both. Teachers differentiate instruction for children at different levels of language fluency and literacy. MLC teachers have developed a literacy academic checklist for each grade level to evaluate student progress year by year based on developmental benchmarks and State and National Standards.</td>
<td>Different Ways of Knowing is based in constructivist learning theory. Students begin by exploring what they already know, learn more through research, become experts, and make connections and reflect on applications of their learning. Students follow a learning process of Coming to Know, Showing you Know and Knowing you Know.</td>
<td>School community members—including staff, parents, students and members of the community at large—participate in school decision-making from the very beginning—allowing them to construct meaning for themselves, make choices and decisions, and be empowered to contribute. MLC staff and committees plan meetings and events that help parents understand and become familiar with the MLC philosophy and vision. During these events, parents meet as a whole group and in their child’s classroom to engage in powerful learning activities that help them understand what and how their children are learning at MLC and how they can support them.</td>
</tr>
<tr>
<td>Research</td>
<td>Dual Language</td>
<td>Integrated Curriculum</td>
<td>School Governance</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>Howard Gardner</strong></td>
<td>Language skills in two languages emerge by developing students’ multiple intelligences. For example, MLC students use visual art to access detail and vocabulary to apply to their writing or they use drama to deepen understanding of what they’ve read. Students also use songs and poetry to learn sounds and build vocabulary. Teachers model using the target language in the classroom for both English and Spanish speakers. Because there is a balance of English and Spanish speakers in a classroom, peers support each other with understanding a new language.</td>
<td>Different Ways of Knowing integrates content learning with the visual and performing arts and fosters a variety of teaching strategies and learning styles and development of multiple intelligences. Guided by teachers, students use the visual and performing arts to enhance understanding and show what they know across all subjects. Teachers team-teach and provide instructional support in areas of expertise with one another. Students work independently and in small and large groups. Artists-in-Residence provide support for teachers and students.</td>
<td>The MLC school community recognizes and utilizes the knowledge, talents, and resources of every member of the school community. The MLC school community shares a set of values, beliefs, and behaviors, which create an environment that nurtures innovation and collaboration.</td>
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<td><strong>Lev Vygotsky</strong></td>
<td>Dual language instructors are fully bilingual in English and Spanish. Classrooms are balanced between native English and Spanish speaking children, allowing for peer interaction and support. Beginning at kindergarten and first grade levels, Spanish is the primary language for a significant portion of the instructional day; English speakers look up to and are helped by the Spanish-language speakers; during English time, the situation is reversed.</td>
<td>MLC provides teachers with professional development workshops and on-site coaching in the implementation of the arts-integrated curriculum. In addition, artist educators are available weekly to support arts integration goals and strategies. Students sit at tables, facing one another and engage in collaborative group work, take turns leading group activities, demonstrate learning through oral reports and presentations, and are assessed through Teacher/Student conferences.</td>
<td>In MLC’s first year, grant funding and a partnership with LAUSD adult school provided parent literacy classes in Spanish and English. Parent Education Classes are provided to meet a variety of parent needs. MLC’s Executive Director is coached by a facilitator to improve communication and shared decision-making. Staff and parents have also participated in facilitated coaching sessions to improve communication. Student Council runs weekly student assemblies and facilitates Spirit Days for the student body earned through good behavior.</td>
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<td><strong>Leslie Hart</strong></td>
<td>Repetition and multiple experiences are key to developing language skills and new vocabulary. First graders for example,</td>
<td>The Different Ways of Knowing curriculum model begins with accessing students’ prior knowledge and building</td>
<td>During weekly assemblies children experience the meaning of becoming creative and productive citizens who exhibit MLC’s</td>
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<td>** MLM’s**</td>
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Multicultural Learning Center, 10/20/10
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<td><strong>Develop structures in the brain that allow them to “make sense” or understand the ideas/concepts. The child’s previous experiences are considered when planning instruction.</strong></td>
<td>Children engage in experiences that build their language facility in order to think and reason in both languages.</td>
<td>Teachers are “guides” in the child’s learning process, asking questions and encouraging students to ask questions and discover their own answers through research and creative problem solving. Students learn math concepts and applications through MATH TRAILBLAZERS, a balanced mathematics program. MLC students learn the skills needed to conduct scientific investigations—observing, classifying, communicating, measuring, gathering data, predicting, and inferring. Higher-level skills include identifying and controlling variables, communicating data with charts, graphs, and tables, and designing investigations.</td>
<td>School community members work together to guide the school’s program through a process of inquiry and problem solving utilizing school data to identify challenge areas in need of improvement. The emphasis in Challenge Committees is on long-range planning to achieve school goals.</td>
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<td><strong>Benjamin Bloom</strong></td>
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<td>To develop higher-level thinking skills, learners must be asked questions and encouraged to participate in activities that allow them to gain knowledge, comprehend, apply knowledge, analyze, synthesize, and evaluate.</td>
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<td>Agreed upon behavior standards: tolerance, caring, responsibility, respect, and safety.</td>
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<td><strong>Elliot Eisner</strong></td>
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<td>The development of multiple forms of representation or symbol systems (i.e. numbers, words, pictures), to represent knowledge is an integral part of teaching and learning.</td>
<td>Artistic experiences, in which students paint pictures to deepen understanding of concepts learned in social studies or through literature lead to richer, more detailed writing. By expressing and learning through the arts, students access vocabulary and language. This is especially helpful for students learning in a second language.</td>
<td>The arts are tools for learning and understanding in addition to demonstrating knowledge. Students at MLC learn in the arts in order to learn through the arts. Students use shape and form to describe systems, create movements to personify events in history, and draw pictures to understand symmetry and proportion.</td>
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<td>Nancy Cloud, Fred Genesee and Else Hamayan</td>
<td>Language minority students are integrated with native English speakers in an environment that explicitly values the language and culture of the student and that treats equally all students regardless of language or ethnic background. Teachers are certificated and are bilingual in English and Spanish. Teachers openly engage in peer support activities to help each other improve language skills by correcting each other and discussing syntax and morphology of language. Teachers hold conferences with parents corresponding with reporting periods to discuss progress and are available daily by phone, voice-mail, and e-mail. MLC hosts a Portfolio Night so parents can fully understand internal assessments.</td>
<td>The Different Ways of Knowing curriculum features a discovery model in which students investigate deeply into enriching and engaging social studies themes. These themes are interwoven into learning in all academic subject areas and enriched through experiences in the arts. Because the content and learning process embedded in the curriculum is so engaging, it stimulates students to express themselves—in both their first and second language. MLC offers high quality professional development for teachers including full-day workshops, on-site coaching and support study sessions.</td>
<td>Frequent communication (in two languages) is sent home to parents to keep them informed and involved—school memos, newsletters, teacher correspondence, etc. Before parents enroll their children in the dual language program, they are required to attend information meetings and school tours to learn about the requirements of the program, the impact on their child’s learning, and parent commitment levels. Parent and community support is achieved through an inclusive school governance structure, professional development, monthly parent meetings and family events, and a shared vision among all school community members. In a home/school agreement parents must commit to volunteering at MLC 30 hours per year. Parent Education programs empower parents to be involved in the school.</td>
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<tr>
<td>Henry M. Levin</td>
<td>Learning to read, write, and speak in two languages at or above grade level by fifth grade is the expectation of the dual language program in addition to mastering content learning in two languages for language arts, social studies, math, and science. Students engage in hands-on, powerful learning experiences that are integrated and connected across all academic subjects and the visual, performing, and media arts.</td>
<td>Challenge Committees are created as needed to address areas of need thus giving all members of the school community an opportunity to be involved in the decision-making process and contribute their expertise. MLC ensures parent involvement in the governance of the school through a Parent Council. Students are involved in decision-making through a Student Council, organized by faculty members.</td>
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<td>Lois Bridges</td>
<td>Literacy goals are assessed using a continuous progress record, which drives instructional decisions. Children reflect on both the</td>
<td>Many different tools are necessary to document children’s development, to keep students and parents apprised of</td>
<td>Analysis of this data reveals progress being made toward learning benchmarks and outcomes. Using this information, teacher teams</td>
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Multicultural Learning Center, 10/20/10
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<td>curriculum; integrated with learning; involves what students know, do, and how they use what they know to learn more; is developmentally and culturally appropriate; invites collaboration among teachers, students, and parents.</td>
<td>process and content of their learning both orally and in journals.</td>
<td>progress, and to publicly account for setting and meeting high standards. These tools include: portfolios, ongoing teacher observation, exhibition projects, student-led conference, peer conferencing, parent/child/teacher interviews, and maintaining a Continuous Progress Record.</td>
<td>identify their own needs for improvements in curriculum and instruction and identify appropriate professional development to address their needs. The data also provides direction for the MLC Board to create new policies and/or structures that support teaching and learning.</td>
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Role of Teachers to Support Educational Program
Teachers work in grade-level teams across the disciplines to carry out the integrated curriculum, making sure that the curricula they select is consistent with the specific academic outcomes for students and exemplify the MLC instructional principles listed above. Each teacher has or develops an area of expertise, which has its impact on team planning, curriculum selection, and development of assessment protocols and is shared through full-faculty professional development sessions. Through professional camaraderie, and reliance on positive working relationships, the staff welcomes open inquiry and peer feedback and review as a way of insuring that a variety of instructional materials and strategies are employed to accommodate the diverse learning styles of students. In this way, teachers define and identify instructional materials and methods needed to meet the students’ needs and their individual and collective professional development needs thus insuring a responsive learning environment for students. MLC recruits teachers who are bilingual in English and Spanish and who have background experience in constructivist teaching practices.

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

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

The elements of a successful dual language program include the following:
- Administrative Support/Instructional Leadership
- Positive School Environment
- High Quality Instructional Personnel
- Professional Development/Teacher Training
- Instructional Design Promotes Bi-literacy
- Student ratios (a balance of English and Spanish speakers in each classroom)
- Parent Involvement and Home/School Collaboration
- Duration of program
  - Requires long term commitment on the part of parents
  - Five to seven years to see full benefit
Literacy in Two Languages at MLC
The Multicultural Learning Center is committed to developing literacy in two languages—English and Spanish—for children enrolling in kindergarten or first grade and continuing through eighth grade. Within nine years, children will be literate in all aspects of both languages—reading, writing, listening, and speaking—reaching adult levels of literacy in the middle school grades.

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

The following chart shows the percentage of time students receive instruction in Spanish and English by grade level. These are not daily percentages but are averaged out over the course of the week. This flexibility allows teachers to meet all grade level standards and requirements for their students and schedule time with specialists who may be monolingual.
For a detailed description of instruction by language and grade Level K-5, please see Appendix N.

**Dual Language Instruction in Grades 6-8:**
The ratio of English to Spanish instruction continues at 50:50 in grades 6-8 for the academic subjects. Students continue to develop literacy skills in both languages and in all content areas. Students receive language arts instruction in both English and Spanish, reaching adult levels of literacy in both. A Humanities Core (History, Language Arts) is taught in both languages as is a Math/Science Core. Teachers rotate units taught in each language so students receive instruction and develop academic vocabulary in both languages. For example, when Readers Workshop is being taught in Spanish, Writers Workshop is taught in English. Similarly in math, each consecutive unit in the textbook is taught in alternating languages and the same for science. To ensure a balance, when math is being taught in English, science is being taught in Spanish and then it switches when the units are completed and the next begins. Academic vocabulary in the alternate language of instruction is introduced and then reinforced in the subsequent unit. Word walls in both languages are used to make visible the academic vocabulary and students have opportunities to use and apply the vocabulary in both languages for each unit of study. History is taught in both languages and is flexible allowing students to conduct research in one language (in particular when resources in Spanish are scarce, such as in the case of U.S. History) and write a research paper or create a media presentation in the other.

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<th>Middle School Courses</th>
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<td>6th Grade</td>
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<tr>
<td>Language Arts-Readers Workshop</td>
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<td>Language Arts-Writer’s Workshop</td>
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<td>Mathematics</td>
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<td>Earth Science</td>
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<td>Ancient Civilizations</td>
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<td>Physical Education</td>
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<td>Elective*</td>
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*Elective courses are taught primarily in English and are offered based on student need and interest and include the following in the new charter term:

- Speech and Debate
- Drama
- Dance
- Film-Making
- Yearbook
- Science is “Funtastic!” (6th grade)
- Robotics (7th and 8th grade)
• Graphic Novels or Read Across America
• Service Learning
• Character Education

Study Hall is also offered in place of the elective course for students requiring additional time and support with academic subjects.

**Background and Research on Dual Language – provided by Independent Researcher Dr. Kathryn Lindholm-Leary. Please see Appendix B for complete report. Note: The researcher compares MLC to schools that are demographically similar according to her research. The term “EP” used within the report refers to students who are English Proficient or Re-designated Fluent English Proficient.**

**Education Needs of Students in the 21st Century**
There are three major reasons for providing students with bilingual, bi-literate, and multicultural competencies in a dual language program. First, with unprecedented globalization, students who speak English and other languages and who possess an understanding of other cultures will have the competitive edge in the global marketplace (Committee for Economic Development 2007). Second, in response to the changing demographic landscape in the U.S., with estimates of the Hispanic population expected to reach 24% of the general population by 2050, and an ever-increasing percent of English Language Learning (EL) students entering school (Cosentino de Cohen & Clewell, 2009), students who are bilingual, biliterate, and possess multicultural competencies will have job skills that will enable them to take advantage of more career opportunities. Third, research clearly shows that students in bilingual programs – both EL and native English speakers – can benefit and develop on a par with, or superior to, comparison groups of monolingually-educated peers in English-only classrooms (August & Shanahan, 2006, 2010; Genesee & Lindholm-Leary, 2007; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, Christian, & Genesee, 2004; Lindholm-Leary, in press; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Fourth, research on bilingualism has shown that students with high levels of bilingual proficiency exhibit elevated levels of academic and cognitive functioning in comparison to students with monolingual or less well developed bilingual skills (August & Hakuta, 1997; Baker, 2001; Bialystok, 2006, 2008; Lindholm & Aclan, 1991; Peal & Lambert, 1962). The California Department of Education has reiterated its commitment that California students become proficient in one or more foreign languages in their new World Language Content Standards for California Public Schools. They state:

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

Dual language (aka two-way immersion) programs in the U.S. integrate English Learners (ELs) from a common native language background and native English-speaking (NES) students for academic instruction through both languages, with the goals of academic achievement, bilingualism and bi-literacy development, and cross-cultural competence for all students. Dual language programs have surged in popularity over the past 20 years in the US and internationally (Tedick, Christian & Fortune, in press). In the US, dual language programs have proliferated from only 37 programs in 1987, to at least 370 programs in public schools in 29 states and Washington D.C., with new programs added every year (Center for Applied Linguistics, 2010). In California alone, there are over 200 dual language programs (California Department of Education, 2010). While most of the US programs are Spanish/English, other languages include Chinese (Mandarin and Cantonese), Korean, French, Portuguese, Navajo, and Russian. These programs serve a culturally, linguistically, and socioeconomically diverse population in an integrated environment.

**Education of Native English Speakers and English Language Learners**

The popularity of dual language is likely due to the strong research support that has consistently shown positive outcomes associated with dual language programs. In research focused on language majority students (i.e., students who speak the dominant societal language as their native language, such as English speakers in the US), results are consistent in demonstrating that these students achieve at levels that are similar to or higher than their non-dual language peers and they develop functional proficiency in the second language at no cost to their primary language (e.g., Fortune & Tedick, 2008; Genesee, 2004; Genesee & Lindholm-Leary, 2007; Howard, Genesee, & Christian, 2004; Lindholm-Leary & Howard, 2008; Tedick, Christian & Fortune, in press). These results hold true even when the second language (e.g., Mandarin or Korean) is significantly different from the students’ primary language (English) (Lindholm-Leary, 2005; in press).

Most of the research on language education concerns the achievement of language minority, or English Learning (EL) students. A number of recent reviews of the research on EL students have been completed recently with findings converging on the consistent result that primary language instruction promotes the English language proficiency and achievement of EL students (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2005, 2006; Goldenberg, 2008; Lindholm-Leary & Genesee, 2010).

As part of the National Literacy Panel on Language-Minority Children and Youth, Francis and colleagues (2006) examined studies that compared programs that provided literacy instruction through a student’s native language (bilingual program) with programs that provided literacy and other instruction only through English. Their conclusion was that:
Overall, where differences between two instructional conditions were found in the studies reviewed, these differences typically favored the bilingual instruction condition. This is the case for studies conducted with students in both elementary and secondary schools, and with students possessing a range of abilities. (p. 398)

In their synthesis of available research on the achievement of English learners, Lindholm-Leary and Borsato (2006) and later Lindholm-Leary and Genesee (2010) found that there is strong convergent evidence that the academic achievement of English learners is positively related to sustained instruction that includes their first language, usually Spanish. Lindholm-Leary and Genesee (2010) reported that student achievement was related to length of participation in the program and the time of the assessment.

Evaluations conducted in the early years of a program (kindergarten through grade three) typically revealed that students in bilingual programs scored below grade level (and sometimes very low), or either lower than or equivalent to comparison group peers (English learners or non-English learners in other types of programs). In contrast, almost all evaluations conducted at the end of elementary school or in middle and high school have found that the achievement of bilingually educated students, especially those in late-exit and two-way programs, was as good as and usually higher than that of comparison groups of students ... All studies of middle and high school students found that students who had received bilingual instruction in elementary school were as or more successful than comparison group students. In addition, most long-term studies report that the longer students stayed in the program, the more positive were their outcomes. These results were found for reading and mathematics achievement, GPA, attendance rates, high school completion rates.

Oral Language and Literacy Development
The empirical evidence concerning the first and second oral language development of students is limited and fragmented; nonetheless, some trends are discernible in the available evidence: 1) contrary to much popular opinion, the acquisition of oral language skills in a second-language is a complex process that can take two years, or more, to acquire proficient oral language skills for general communicative purposes and a minimum of five to seven years for academic language skills (for reviews, see Saunders & O’Brien, 2006; Saunders & Goldenberg, 2010); 2) Second, the available evidence also indicates that, despite the fact that most English learners in California are educated in English mainstream classrooms, the majority lack the academic language skills needed to be reclassified as English proficient even after 10 years of English instruction (Parrish, Linquanti, Merickel, Quick, Laird, & Esra, 2006); 3) studies that have looked at the oral language development of English learners in a dual language program indicate that ELs attain the same or higher levels of oral proficiency in English as ELs in all-English programs and, at the same time, they achieve higher levels of proficiency in their native language than similar ELs in all-English programs. Similarly, language majority students in dual language programs attain functional levels of proficiency in the second language with no negative consequences to their English proficiency.
Systematic and large-scale reviews of research on literacy development in both native English-speaking students (National Reading Panel (NRP), 2000) and ELs in the U.S. (August & Shanahan, 2006; Genesee & Geva, 2006) have also been undertaken in the last decade. Literacy development is influenced by students’ oral language skills, and this is true for EL and native English-speaking students. However, the relationship between English oral skills and English literacy is more complex in English learners than it is in native speakers of English because of cross-linguistic influences from English learners’ first language on their acquisition of English reading and writing skills (see Genesee & Geva, 2006). English learners often use oral native language skills to assist them in developing English literacy prior to having acquired the necessary skills in English. Thus, for ELs, the development of oral proficiency in the native language, as well as in English, and the development of reading-related skills in their first language can facilitate the development of literacy skills in English (Francis et al, 2006; Genesee & Geva, 2006; Lindholm-Leary & Genesee, 2010).

**Academic Achievement**

Research on dual language programs has focused on the achievement of students in such programs, particularly the achievement of ELs in English. As mentioned previously, overall, the research on dual language programs consistently demonstrates that students in dual language programs develop levels of English proficiency and demonstrate academic achievement at levels comparable to or surpassing their non-dual language peers (Genesee & Lindholm-Leary, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, Sugarman & Christian, 2003; Lindholm-Leary, in press; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Furthermore, studies of previous ELs who have reclassified as Fluent English Proficient have shown that these students attain higher levels of achievement than other non-EL or native-English-speaking students (Kim & Herman, 2009; Lindholm-Leary, 2001, 2010; Lindholm-Leary & Hernandez, 2009; OELA, 2009); they are more successful on the California High School Exit Exam (Lindholm-Leary, 2010); and their high school graduation rates were higher (OELA, 2009).

**Language Model Based on Research and Best Practices**

The dual language model has been carefully developed according to the theoretical and empirically-based literatures and best practices (see Lindholm-Leary, 2005) to more adequately address the cultural, ethnic and linguistic diversity represented in today’s classrooms. A substantial body of literature has been created about school or program effectiveness in mainstream programs and in bilingual and foreign language programs. There is tremendous consistency between the factors that define exemplary two-way bilingual immersion programs and practices that are found in effective mainstream education programs, although different labels may be used. The importance of these factors is evident from the frequency and consistency with which they are found in programs that produce more successful student outcomes in numerous studies with various populations, especially culturally and linguistically diverse students. These factors are elaborated in a recent document entitled *Guiding Principles for Dual Language Education*, which provides a comprehensive literature review (Lindholm-Leary, 2007) and a set of key indicators of program quality in dual language programs.
These Guiding Principles consider the significant influence of several factors on culturally and linguistically diverse students’ educational outcomes, including: (1) School Environment; (2) Curriculum and instruction; (3) Program planning; (4) Assessment and accountability; (5) Staff quality and professional development; and (6) Family involvement.

MLC Curriculum in Social Studies, Language Arts, Math, Science and the Visual, Performing & Media Arts Supports MLC’s Educational Program

California Department of Education Content Standards in Grades K-8 for:
- English Language Arts
- English Language Development (West Ed)
- Mathematics
- Science
- History/Social Science
- Physical Education
- Health Education

National Standards in Grade K-8 for:
- Mathematics (NCTM Standards)
- Visual and Performing Arts (National Arts Education Association)

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

Research on best practices of dual language instruction is analogous with the best practices and philosophical base of Different Ways of Knowing. Both models reinforce student-centered classrooms, hands-on learning, heavy reliance on the visual and performing arts, language development through content exploration, and multiple forms of authentic assessment. Teachers build their yearly curriculum around the themes in Different Ways of Knowing so that learning is integrated and connected. In this way,

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1 This document was funded by the U.S. Department of Education’s Office Of English Language Acquisition, through a contract with the National Clearinghouse for English Language Acquisition. It can be downloaded at www.cal.org/twi/guidingprinciples.htm
higher order thinking skills are developed throughout the day as children make connections between what they are learning across all academic subjects and deepen understanding and demonstrate knowledge through the visual and performing arts. In the 2006 PERB Report, evaluators indicated that higher order thinking skills were most prominent in MLC classrooms during social studies instruction and less prominent during other subject areas. MLC saw this as an opportunity to further analyze instruction and curriculum and an opportunity to look at the connections made between social studies themes and other content areas. In MLC classrooms, language arts is embedded into social studies in such an integrated way and language arts is part of every lesson—whether it be about fractions, the water cycle, or history of the Chumash Indians.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. The Different Ways of Knowing learning activities engage students in reading rich literature as well as original source documents across all content areas. MLC teachers invite experts from the community to speak to students. For example, during the first grade study of the Neighborhood, firemen, policemen, bankers, librarians, doctors, etc. are “interviewed” by our first graders. When third grade is studying government, field representatives from our councilman, assemblyman, and senator’s office come in to speak with students and share materials. The Internet is also used as a guided source of research and information. Students also experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. MLC builds on the instructional opportunities in the arts by assisting children to develop proficiency in the arts disciplines with the help of artists-in-residence and an After-School Arts Program.

Resources for this Curriculum
This curriculum utilizes a modular Teaching Planning Guide and bibliographies of literacy and non-fiction sources to build understanding in social studies and make connections to other academic areas. There is no textbook—rather use of Internet, biographies, literature, original sources, non-fiction books, etc. Please refer to Appendix O for a bibliography by grade level and Appendix P for History/Social Science Standards Alignment with Different Ways of Knowing.

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

*What's Up in Your Neighborhood?* invites children to delve into the diverse patterns of life that characterize their school neighborhood. As *cartographers* they build on their growing sense of place and spatial relationships and develop new geographical understandings. As *economists*, they discover how neighborhood workers and businesses help residents meet basic living needs. As *architects*, the children document the different building styles that provide shelter for neighborhood residents. As *ethnographers*, they investigate the cultural diversity of their neighborhood and appreciate the many different people who live and work together.

As *naturalists*, the children closely observe the plant and animal life of the neighborhood and learn how human inhabitants impact the delicate balance of nature. As *historians*, the children learn more about how their school neighbors came to live in the neighborhood, and how and why the neighborhoods change over time. Finally, the children consider their own place and role in the neighborhood.

Second Grade: *America’s Family Stories*

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

Third Grade: *Community Problem-Solving: Water, Air, Garbage*

As children progress through *Community Problem Solving*, they explore three ecological problems (water, air, and garbage) in the context of an imaginary community (they think it’s a real town) called Keytown. Guided by two investigative reports, Tina and Jake, children learn about each problem—the factors that contributed to it, how to track the environmental “culprit,” and how to work out possible solutions. The exploration of Keytown opens the door for students to make connections to their own community and to find that they have the power to change the way other people see and think about ecological problems.
**Fourth Grade: Discovering a Place Called State**

Building on children’s natural sense of wonder and the universal thrill of discovery, *Discovering a Place Called State* provides students with a unique framework for exploring the land and resources, history, and folk traditions of their state. As students study the land and resources of California they discover how their own lives and lives of those around them are affected by California’s climate, geography, and natural resources. Students also discover the ways in which their present-day world was shaped by the events and people of years past. In their exploration of the California folk traditions, they come to understand how their own traditions root them to the past and cement them in the present to their families and fellow Californians. They learn about how their state government works and what ordinary citizens can do to make a difference and deepen their knowledge of themselves and their place in the world.

**Fifth Grade: Choice, Chance, Change: America’s Story—to 1776**

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

**Sixth Grade: Ancient Civilizations**

Throughout their study, students reflect on the following ideas:

- Exploration of the past leads to increased understanding of the present
- Physical geography influences the characteristics, successes, and decline of civilizations
- Religious beliefs influenced the development of cultures just as cultures influenced the development of religions
- People are impacted by social status which be determined in a variety of ways
- Enduring civilizations have stable and productive economies that allow for the accumulation of wealth.
- All civilizations rely on leadership for survival.

Through research and project-based learning, students develop understandings of the following content standards:

- Archeological studies of the early physical and cultural development of humankind
• The geographical, political, economic, religious, and social structure of the following civilizations:
  o Early Hominids/Mesopotamia
  o Ancient Egypt
  o Ancient Greece
  o Ancient Hebrews
  o India
  o China
  o Rome

Seventh Grade: Medieval and Early Modern Times
Throughout their study students explore the following ideas:
• Exploration of the past leads to increased understanding of the present
• Civilizations are structured into social, economic, and political classes
• Exchange of goods and ideas happen through trade
• Religion plays a key role in the development of civilizations and the spread of culture
• Cultural exchange of goods, ideas, and values leads to advances in intellectual thought, art, and technology.

Through research and project-based learning, students develop understandings of the following content standards:
• The cause and effects of the expansion and disintegration of the Roman Empire
• The geographic, political, economic, religious, and social structures of the following civilizations:
  o Islam in the Middle Ages
  o China in the Middle Ages
  o Medieval Africa
  o Medieval Japan
  o Medieval Europe
  o Byzantine Empire
  o Meso-American and Andean civilizations
• The origins, accomplishments, and geographic diffusion of the Renaissance
• The historical developments of the Reformation
• The historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions
• The political and economic change in the sixteenth through eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason)

Eighth Grade: United States History
Throughout their year of study, students explore the following ideas:
• The impact of immigrants on native populations
• Laws provide balance and fairness to governments and citizens
• A fair nation provides liberty and equality to all citizens
• Immigrants and dreams of liberty and opportunity contribute to American influence
• People’s goals and decisions affect them individually, the people who live around them, and the world.

Through research and project-based learning students develop understandings of the following standards and historical events:
• The major events preceding the founding of the nation and their significance
• Political principles underlying the U.S. Constitution and powers of government
• Foundation of the American political system
• Aspirations and ideals of the people of the new nation
• U.S. foreign policy in the early Republic
• Divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced
• The attempts made to abolish slavery and realization of the ideals of the Declaration of Independence.
• Causes, events, and consequences of the Civil War
• Consequences of the Reconstruction
• Transformation of the American economy and the changing social and political conditions in the U.S. in response to the Industrial Revolution
• Causes, events, and consequences of World War I and II including the Holocaust
• The Cold War

**Language Arts Curriculum**
MLC uses the *Units of Study for Teaching Reading* created by Teacher’s College Reading and Writing Project and published by Heinemann as its core reading curriculum. This curriculum utilizes more than 17,000 leveled reading books in both English and Spanish available to MLC students from our school library which includes approximately 3000 titles. MLC uses the *Units of Study for Primary Writing Grades K-2: Units of Study for Writing Grades 3-5* and *Units of Study for Writing Grades 6-8* also created by Teacher’s College Reading and Writing Project and published by Heinemann for its core writing curriculum. The Units of Study for both Readers and Writers workshop are aligned by teachers at each grade level with the California reading and writing standards for English Language Arts as well as ELD Standards. The curriculum units are implemented in Spanish in Grades K-2 and in both languages beginning in third grade. In addition, primary teachers use *Cancionero*, to develop early literacy skills and phonemic awareness in Spanish. Word Study is developed using Month-by-Month phonics, Word Walls, and teacher-created lessons using the California State Standards as a guide. A complete description of this curriculum follows.

MLC has developed a K-8 checklist of literacy skills that are introduced, reinforced and mastered. This checklist was developed by staff after extensive analysis of the California English Language Arts Standards, the ELD standards developed by West Ed and considering the instructional model of a dual language program. This checklist can be referenced in Appendix C in addition to the list of state and national standards MLC
teaches and two charts demonstrating the transfer of literacy acquisition between Spanish and English.

In MLC’s dual language program, language arts skills are being developed constantly and language arts instruction is integrated throughout the entire day. Language Arts at MLC means developing language skills in two languages simultaneously and acquisition and application of oral, reading, writing, and comprehension skills in both languages are considered during instruction of social studies, science, math, and the arts. Through a print-rich environment, MLC provides a balanced literacy program which includes oral language development, reading and writing, decoding and encoding skills (phonics, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references), and comprehension skills in multiple content areas.

The goal of the K-2 program is to build literacy in Spanish and solidify the basics of reading and writing skills while building vocabulary in both Spanish and English. Beginning in second grade, non-transferable English Language Arts standards are introduced and continue to be taught throughout the grades according to the map included in Appendix C.

**Reader's Workshop and Writer's Workshop**

MLC teaches reading and writing in Spanish and English through Reader’s and Writer’s Workshop developed at Teacher’s College at Columbia University. The program design allows students to read and write at their own level and continue to grow and develop literacy skills in two languages. Readers and Writers Workshop is taught in Spanish in grades K-2 and in both languages beginning in third grade.

The Reader’s and Writer’s program provides teachers with strategies, units of study, and mini-lessons to teach grade level language arts standards in a comprehensive and meaningful way. Components of this balanced literacy program include:

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

Parents are asked to sign an agreement at the beginning of each school year to support their child’s reading success—failure to sign this agreement or adhere to its principles will have a negative impact on a child’s success in reading. Parent failure to sign agreement does not impact student admission or enrollment.
Reader’s Workshop
With Reader’s Workshop students are able to read leveled books that are “just right” for them in both languages. Beginning in kindergarten and continuing through eighth grade teachers assess individual student reading levels using the DRA (Developmental Reading Assessment) tool. Students choose from a large selection of leveled books according to those results. During reading instruction, teachers provide the whole class with a mini-lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. In grades K-2 Reader’s Workshop is implemented in Spanish and beginning in grade 3, it is implemented in both English and Spanish and students have leveled books in both languages. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals.

Teachers in grades K-2 have received training in Reader’s and Writer’s Workshop on site with a trained literacy coach as well as by attending the Early Literacy Institute at the UCLA Lab School. There is a lot of flexibility in terms of unit design and appropriate mini-lessons to address the specific needs of students at each grade level. At MLC, teachers collaborate to create and develop reading units and mini-lessons that build from year to year as students develop their early reading literacy.

Example of Reader’s Workshop Units (K-2) supported by Mini-Lessons and Aligned with Grade Level Language Arts Standards.
- Readers read and talk about concept books in reading centers
- Readers read emergent storybooks and think and talk about them to grow ideas
- Readers read “just-right-books” and use print strategies to support conventional reading
- Readers use the patterns in their books to read with accuracy, fluency and comprehension
- Readers have strategies to read non-fiction and to learn about a topic in reading centers
- Readers read and think about texts gathered around an interest
- Readers talk and think about characters in their books and they can become experts about characters in character centers

Reader’s Workshop Units (3-5 and 6-8) supported by Mini-Lessons and Aligned with Grade Level Language Arts Standards
Teachers in grades 3-5 build on the foundation of literacy in grades K-2 to continue development reading skills and fluency in Spanish, and introducing and developing reading in English. MLC is using the Units of Study for Teaching Reading created by Teachers College Reading and Writing Project for grades 3-8. For each of the four units listed below, there are between 15 – 20 mini-lessons.
Unit 1 Building a Reading Life
Volume 1 Stamina, Fluency, and Engagement

Unit 2: Following Characters into Meaning
Volume 1 Envisionment, Prediction and Inference
Volume 2 Building Theories, Gathering Evidence

Unit 3: Navigating Non-Fiction
Volume 1: Determining Importance & Synthesizing
Volume 2: Using Text Structures to Comprehend

Unit 4: Tackling Complex Texts (Historical Fiction in Book Clubs)
Volume 1: Synthesizing Perspectives
Volume 2: Interpretation & Critical Reading

Reader’s Workshop Units Grades 6-8
- Crafting an Independent Reading Life: Teaching Adolescents to Read with Passion, Rigor, and Intent in Fiction and Nonfiction
- Becoming Inferential Readers of Literature: A Close Study of Character
- Deepening Reading Habits: Reading Nonfiction with Purpose and Comprehension, and Sustaining a Thoughtful Independent Ready Life
- Reading Fiction and Nonfiction Independently and in Partnerships
- Using Differentiated Instruction to Help Students Set Personal Goals, Develop Active Partnerships and Transition Into Reading Clubs
- Deepening Reading Work in the Company of Others: Reading in Social Issues Clubs, Genre-Based Clubs, Nonfiction/Theme Clubs
- Interpretation and Intextuality
- Independent Projects

Developmental Reading Assessment (DRA)
With demonstrated reliability and validity, the DRA for grades K-8 measures accuracy, fluency, and comprehension. For over 20 years, DRA has helped ensure students become independent, successful readers. The DRA helps educators:

- Identify students’ reading achievement through systematic observation, recording, and evaluation of performance
- Analyze data, document progress, and communicate assessment information to administrators, parents, and students
- Drive effective reading instruction tailored to critical intervention points derived from assessment results

Writer’s Workshop
Writer’s Workshop follows a similar philosophy and allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre,
following closely with grade level writing standards in Spanish in K-2 and in both languages beginning in 3rd grade. Beginning in the fall of 2009, a Writing Rubric Cadre of three experienced teachers has been leading the teaching staff in identifying needs and collaborating to develop school-wide standards for the use of criteria and rubrics to assess student writing. The Units of Study listed below are integrated with writing and language arts standards to provide students with writing skill and knowledge, mastery of language conventions, as well as confidence as writers of different genre. The writing units are integrated into social studies and science during which there are many opportunities to write narratives, biographies, poetry, and research papers.

**Units of Study for Primary Writing Grades K-2**
The program starts with The Nuts and Bolts of Teaching Writing which is followed by seven units:

- Launching a Writing Workshop
- Small Moments: Personal Narrative Writing
- Writing for Readers: Teaching Skills and Strategies
- The Craft of Revision
- Authors as Mentors
- Nonfiction Writing: Procedures and Reports
- Poetry: Powerful Thoughts in Tiny Packages

**Units of Study for Writing Grades 3-5**
The program begins with the Guide to the Writing Workshop and is followed by six units:

- Launching the Writing Workshop
- Raising the Quality of Narrative Writing
- Breathing Life into Essays
- Writing Fiction: Big Dreams, Tall Ambitions
- Literacy Essays: Writing about Reading
- Memoir: The Art of Writing Well

**Units of Study for Writing Grades 6-8**
- Launching the Writer’s Workshop: Assessing Writers and Writing with Intensity, Determination, and Independence
- Raising the Level of Narrative Writing: Improving Volume and Quality
- The Personal Essay or an Essay Study
- Quick Publishing & Writing for Many Purposes
- Short Fiction
- Authoring Your Own Unit: Literary Essay; Writing to Make a Real World Difference; Drama; Journalism
- Poetry
- Memoir Writing
- Independent Writing Projects
Word Study
All teachers emphasize academic vocabulary development and the study of grammar in both languages. Classrooms utilize word walls and personal dictionaries to develop vocabulary and comprehension skills. In grades K-2, teachers use *Cancionero*, a Spanish language arts curriculum designed to develop early literacy. In middle school, students begin comparing and contrasting the structures of both languages and study rules for Spanish grammar.

Science and Math
MLC teachers in grades K-4 have developed a sequential science curriculum that covers Life, Earth, and Physical Science using the California Science Content Standards. Units of study are selected from the life, earth, and physical sciences utilizing hands-on science kits provided by Science and Technology for Children (STC) or FOSS. In fifth grade, teachers use Foss Science Resources California Edition developed at Lawrence Hall of Science at U.C. Berkeley and published by Delta Education which is available in both English and Spanish for student study of Earth, Life, and Physical Science and in middle school the following textbooks are used: Holt California Earth Science, California Focus on Life Science published by Prentice Hall, and California Focus on Physical Science published by Prentice Hall. MLC has invested in a large quantity and variety of science materials and resources used by all teachers at MLC to support their curriculum.

The Multicultural Learning Center expects students to use scientific skills in the study of all topics and in producing oral and written reports. By participating in early experiences as young scientists, children develop the intellectual habits they need to function in an increasingly scientific and technological society. Investigative science provides a meaningful experience for oral communication, writing, reading, and using numbers. Hands-on experiences help students construct understanding of the big ideas or concepts of science, as well as practice the scientific skills or processes that enable them to investigate and solve problems both within and outside the realm of science. Scientific skills such as observing, classifying, inferring, and measuring use a variety of materials. Students engage in interpretive discussions based on their direct experiences both in small groups with peers and in discussions led by the teacher.

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

In addition to the development of mathematics concepts and skills through the study of science and connections to the themes of *Different Ways of Knowing*, MLC students develop mathematics concepts through *MATH TRAILBLAZERS*, a balanced mathematics
program developed by the Teaching Integrated Mathematics and Science (TIMS) Project. This program uses investigations of everyday situations as the setting for learning mathematics and complements MLC’s instructional philosophy. Aligned with the three reports from the National Council of Teachers of Mathematics (NCTM)—the Curriculum and Evaluation Standards for school Mathematics (1989), the Professional Standards for Teaching Mathematics (1991), and the Assessment Standards for School Mathematics (1995)—MATH TRAILBLAZERS follows a conceptually oriented curriculum that actively engages students; encourages instruction that promotes thinking, reasoning, and applying; uses appropriate technology beginning in the earliest grades; and covers a broad range of content that permits students to make connections to everyday situations.

MLC’s mathematics program involves a pervasive emphasis on problem solving that integrates mathematics with many disciplines, especially science and language arts. The curriculum supports MLC’s dual language program goals by exposing students to language skills used in problem-solving and questioning. Skills, procedures, and concepts emerge and develop as students solve complex problems. Through meaningful investigations, students develop and apply important mathematical skills and concepts and learn to use quantitative tools. As students advance through the curriculum, the investigations progress from simple to complex, building eventually to problems that require proportional reasoning, multiple-step logic, and algebra.

While MATH TRAILBLAZERS is most closely aligned with National Standards, instructional coaches have worked with MLC staff to point out areas that need to be supplemented to meet California State Standards in the fourth and fifth grade. Coaches have also helped staff develop pacing plans so that students develop all of the skills needed to achieve in mathematics and be successful on the STAR tests.

**Connected Math Project (CMP) Grades 6-8**
Connected Math Project is a complete mathematics curriculum for middle school students. CMP helps students develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics. The overarching goal of the CMP is for all students to be able to reason and communicate proficiently in mathematics and to have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness and proficiency. It is a great complement to our K-5 math curriculum Math Trailblazers.

**MIND Institute’s Math+Music Program** – This research-based program combines computer math games and piano keyboard lessons to enhance student’s spatial and temporal reasoning skills (how they visualize images through a sequence of manipulations in space and time). Students in Grades K-5 participate in this program in MLC’s Media Center. Classroom teachers support students’ use of the math games (which can also be accessed on classroom computers during center time) and MLC’s music teacher works with the children during the keyboard component. Children go to the media center 2-4 times per week depending on their grade level to participate in this
MLC families participate in a Math & Science Family Night in which parents are given problems to solve while being coached by their own students.

**Visual, Performing, and Media Arts**

At MLC, the arts are an integral part of everyday learning experiences in the classroom and the key to developing literacy in two languages and deepening understanding of academic subjects for our students. Our student population is diverse in language, culture, and socioeconomics. To meet our charter’s goal of dual literacy, teachers implement a California standards-based curriculum employing best teaching practices that integrate the visual and performing arts in social studies, language arts, science, math, and technology. Our curriculum is rich in multicultural themes. A key tenet of MLC’s curriculum is that students explore, make connections to new knowledge, and express themselves through the visual and performing arts.

MLC teachers have received a variety of professional development in the visual art and performing arts and learned to infuse the arts into their classroom lessons. As teachers work with artist-educators and their colleagues, they gain skills and strategies and confidence in their ability to guide students in the arts.

The result of our Arts Program to date is a whole school community dedicated to learning in and through the arts. Building on our first years, we have dedicated school budget funds to send teachers to professional development institutes at the Music Center Education Division and to continue our After-School Arts Program with our artists-in-residence. Teachers are emerging as richly skilled, guiding students in communicating through the arts and working with peers to support MLC’s school-wide goals of teaching and learning in and through the arts. Students are becoming knowledgeable about arts tools and techniques and skillful in a variety of media. They are accustomed, for example, to sketch to provide detail for their writing, to pantomime or improvise dialogue to express understanding of stories and historical events, and to explore historical periods, cultures, and themes through music and dance.

In the Foreword of *Third Space: When Learning Matters* (Arts Education Partnership, 2005) Richard Deasy writes “Among the important findings in *Champions of Change* was the capacity of the arts to reach students who otherwise were not fully engaged by other school subjects and experiences.” He continues, “Among the significant implications of the *Critical Links* studies (reinforcing what we first reported in *Champions of Change*) was that while the arts had effects on all students, they could be particularly beneficial to students from economically disadvantaged circumstances and for students who typically had difficulty learning in school….These so called ‘high poverty schools’ often also include groups of students who are learning English for the first time, or who are assigned to special education classes, a percentage of whom are Black or Hispanic. These student groups tend to score lower on standardized tests and are the target of the efforts to ‘close the achievement gap’ as measured by these tests.”
The Multicultural Learning Center has discovered that teaching the arts standards in a context for deeper learning and understanding leads students to the development of **critical thinking skills** – which contributes to academic achievement, self-esteem, and fostering self-motivated lifelong learners.

Students engage in hands-on learning projects that allow them to experience the arts and technology as ways of learning and showing what they know. This happens within the classrooms in connection with academic subjects as well as through instructional experiences with community artists. Students learn *in and through the arts*. As they develop skills and knowledge in visual, performing and media arts, they apply that knowledge in a way that allows for deeper understanding of big ideas. At MLC students:

- experience and analyze works of art;
- learn and acquire skills in the arts;
- create and perform original works of art;
- assess and reflect on meaning of works of art including their own.

**Partnerships Support MLC’s Arts Program**

“In its administrative vision, leadership and school community development, Multicultural Learning Center authentically ‘walks its talk’ about the power of a dual language and arts-centered approach. MLC has been founded on a framework of strong beliefs and best practices that have influenced the development of rich and effective curriculum, instruction and staff development. In partnership with Music Center, teachers have engaged in arts professional development training and classroom implementation to further their arts-integrated core curriculum. Their work is a model for others to observe, learn from and celebrate. Bravo!” (Melinda Williams, Director of Education, Music Center: Performing Arts Center of Los Angeles County)

MLC launched its Arts and Literacy program with two years of funding (2002-2004) from the California Community Foundation and a Charter School Implementation Grant from the California Department of Education. Teachers received extensive professional development coaching in integrating the arts into MLC’s core social studies and language arts curriculum. MLC expanded upon this foundation through partnerships with the Music Center Education Division (MCED) and the MIND Institute. In 2005 MLC was selected to participate as an Arts Capacity Team school by the Music Center Education Division to participate in the Anchor Works project developed and funded by the National Endowment of the Arts and in addition to developing an Integrated Arts Package designed by MCED.

A team of five MLC teachers across grade levels participated in multiple years of professional development in the Anchor Works Project. In addition, teaching artists from the Music Center have facilitated school-wide workshops and six-week residencies for MLC teachers.

The Music Center’s definition of an Anchor Work is: “a work of art that warrants extensive study and aesthetic examination of artistic principles, cultural traditions, and
the contexts that lead to the artwork’s production, meaning, and impact; and its adaptability for student performances in the appropriate art discipline(s). Anchor works are selected to resonate with students’ backgrounds and interests and to challenge their thinking.”

The Anchor Work Model engages students in:
- Formulating connections from one piece of art (an Anchor Work) to many areas of their curriculum and the human experience
- Experiencing learning in the arts disciplines according to the national standards
- Constructing meaning from works of art and from exploring artists’ point of view
- Developing understanding of big ideas and universal concepts
- Formulating ideas and theories to answer difficult questions
- Composing thoughts and ideas through artistic expression
- Dramatizing and illustrating meaning and messages through the arts
- Assessing their own learning
- Exploring the impact of ideas communicated through different forms of art

Through approaches to teaching and learning influenced by these ideas, students gain access to the curriculum and academic standards in ways that resonate with multiple intelligences (Howard Gardner) and develop higher level thinking skills (Benjamin Bloom). Teachers who implement the model with students are able to differentiate their instruction to meet the needs of all learners and capitalize on the students’ experiences to produce higher quality work products.

Anchor Work examples are: Sergei Prokofiev’s musical composition of Peter and the Wolf for grades K-2; There Is a Time, choreographed by José Limón for grades 2-3; On the Pulse of Morning a poem by Maya Angelou for Grades 4-5; and Langston Hughes’ The Negro Speaks of Rivers for middle school.

Experiences in the arts are supported through MLC’s After-School Program offers classes in music, drama, visual art, and dance conducted by artists. In their after-school arts classes, students learn and practice new skills. The same artists who work with students after school also perform residencies during the school day coaching and co-teaching with grade-level teachers in their classrooms. Our artists-in-residence plan with teachers and provide support in the classroom in a variety of art disciplines.

**Developing Technology Skills**

MLC students begin using technology as a tool for learning and communicating ideas in Kindergarten and follow a year-by-year state-approved technology plan to achieve technology literacy by 8th grade. To support this plan, MLC’s Technology Team including over the years teachers, administrators, parents, and community members have acquired resources and facilitated professional development for teachers. In addition, MLC developed a partnership with Tech4Learning and uses their student-friendly software including Pixie, Frames, and WebBlender to teach students how to create online books, slide shows, films, digital stories, and websites to demonstrate and share what they have learned. MLC’s librarian and teaching staff also teach students strategies for
using the Internet as a source of information and how to use discretion and critical thinking when researching and reporting found-information. Each year students produce a variety of learning products and expand their use and understanding of technology as well as their skill in analyzing information and communicating effectively to an audience with their words, voice, and images.

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<tr>
<th><strong>K-1 Goals</strong></th>
<th><strong>K-1 Objectives</strong></th>
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<tbody>
<tr>
<td>• Students use technology to develop skills in reading and writing in Spanish as well as develop spatial reasoning skills in mathematics</td>
<td>• Teaches utilize media lab to conduct whole-group instruction for students to teach them how to use computer software in the context of implementing the MIND Institute software.</td>
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<td>• Students are able to use basic computer hardware (keyboard, mouse) and basic software (word) and specific MLC software including the MIND math software and an introductory experience with Pixie or Frames software and using digital recording devices</td>
<td>• In the lab as well as in centers using classroom computers students are introduced to the Pixie or Frames software and each child creates one or more pages with text and images that relates to learning in science or social studies.</td>
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<td>• Students research using the Internet, Encyclopedia Britannica Online and Destiny, use digital recording devices, and use a variety of software to create word documents, slide shows, Quick Time projects, and online work products</td>
<td>• Teacher checks out MLC digital cameras and teaches students how to take pictures for the purpose of building understanding of standards and learning themes as well as building vocabulary.</td>
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<th><strong>Grade 2-3 Goals</strong></th>
<th><strong>Grade 2-3 Objectives</strong></th>
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<tr>
<td>• Students use technology to read, write, research, develop mathematical and problem-solving thinking skills, and independently and collaboratively create and share products of knowledge</td>
<td>• Teachers utilize Library Time to engage students in developing research skills with the support of MLC’s Librarian.</td>
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<tr>
<td>• Students research using the Internet, Encyclopedia Britannica Online and Destiny, use digital recording devices, and use a variety of software to create word documents, slide shows, Quick Time projects, and online work products</td>
<td>• Teachers include at least 2 research projects throughout the school year that require the use of the Encyclopedia Britannica Online in Spanish.</td>
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<td>• At least one independent project during the year will require students to use Pixie, Frames or PowerPoint to produce a slide show, publish an online book, or create a Digital Story which can be shared in class or via the MLC website.</td>
<td>• Teachers continue monitoring and supporting student progress using the MIND software to develop mathematic reasoning skills.</td>
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<tr>
<td>• Teachers utilize classroom computers and media lab to teach students to use word for the purpose of publishing stories in Writer’s Workshop including an introduction to typing skills.</td>
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<tr>
<td>• Building on introductory skills in grades K-1, students go more in depth in using multi-media software to create group research projects and work products to document and demonstrate learning.</td>
<td>• Building on introductory skills in grades K-1, students go more in depth in using multi-media software to create group research projects and work products to document and demonstrate learning.</td>
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<th><strong>Grade 4-5 Goals</strong></th>
<th><strong>Grade 4-5 Objectives</strong></th>
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<tr>
<td>• Students use technology to read, write, research, develop mathematical and problem solving skills and to independently and collaboratively</td>
<td>• Teachers assign at least 3 research projects during the year (at least one in Spanish and one in English) that requires students to intelligently use the Internet and/or Britannica</td>
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Students independently create multi-media projects, develop skills in evaluating and analyzing accuracy, relevance and point of view of electronic resources, and telecommunicate with peers and experts.

Online to find appropriate information relating to social studies or science curriculum.

- Students produce at least 2 multi-media products (one in each language) that demonstrate what they know—in the form of slide shows, web pages, digital stories, animations, and movies. At least one project must be a group collaboration.
- Teachers continue monitoring and supporting student progress using the MIND software to develop mathematic reasoning skills.
- Teachers expand student use of technology for research by engaging students in the analysis of accuracy and relevancy of information found via technology.
- Students develop their skill in using MLC’s multi-media software including Pixie, WebBlender, and Frames for developing work products.
- Students are introduced to telecommunications methods and be guided in their communication with peers around the world as well as experts in a variety of fields.

<table>
<thead>
<tr>
<th>Grade 6-8 Goals</th>
<th>Grade 6-8 Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students use technology to read, write, research, develop mathematic and problem solving skills, and work independently and collaboratively to create work products and online portfolios.</td>
<td>- Teachers assign at least 4 research projects in Language Arts/History Core and at least 4 research projects in Math/Science Core that require the use of Internet and/or Britannica Online.</td>
</tr>
<tr>
<td>- Students telecommunicate with peers and experts for information exchange, use multi-media software and digital recording devices to create work products, identify and locate appropriate sources of information for a variety of purposes.</td>
<td>- Students complete at least 5 independent projects utilizing multi-media tools.</td>
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<td></td>
<td>- Students create online portfolios of work that they will use to monitor achievement of academic and personal goals.</td>
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<td></td>
<td>- Teachers support students in their use of electronic communication to exchange information with peers around the world, experts, and government officials in their pursuit of knowledge.</td>
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<td>- Students gain knowledge and expertise in identifying appropriate resources to solve problems or answer questions.</td>
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<tr>
<td></td>
<td>- Students demonstrate and share their own discoveries using a variety of multi-media tools and transition what they have learned using educational software products to industry standards.</td>
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</tbody>
</table>
Physical Education
Currently teachers in grades K-5 provide physical education to their own students according to the California Standards and guidelines. In grades 6-8, students are instructed by a Physical Education teacher one hour per day. MLC is developing partnerships currently to expand the PE program at MLC based on a recent needs assessment with teachers and community partners. This developing plan includes improving MLC’s facility as well as advancing the capacity of teachers to adequately meet the needs of students in the area of physical education, health, and well-being. The plans include the use of specialists to support and train teachers in grades K-4 and direct instruction for students in grades 5-8 with the goal of developing athletic skill as well as a personal fitness plan students will eventually create for themselves and continue after they graduate from MLC.

Classroom Instructional Materials
- Every classroom has 3-5 computers linked to the Internet and Network and a printer as well as a telephone with an outside line.
- The Middle School has a 1:1 laptop ratio which is networked and has internet access.
- Technology available for check-out by teachers includes: laptop computers, LCD projectors, digital cameras, TVs and VCR/DVD players.
- Classrooms serving grades 5-8 have interactive white boards, projectors, and document cameras (additional document cameras are being purchased in 2010-2011)
- A 20-computer media lab is available for teachers to facilitate whole-group instruction using technology
- Equipment shared by the staff includes: high quality copy machine, fax machine, color printer, book binding machine, lamination machine, dye-cut machine.
- An art room is filled with art supplies including paint, paper, clay, printing materials, etc. Each classroom is also supplied with basic art materials and rhythm/percussion sets. ORF instruments, large percussion and dancing scares are available for check-out.
- Each classroom has a CD player/boom box
- In previous years each grade level is allocated $250 per teacher to purchase supplemental instructional materials to support their grade-level program. This budget is approved by the Program Director as part of the grade level Instructional Plan for the year. (This was cut from the 2010-2011 budget with the hopes of restoring it in the near future).
- Classroom libraries are filled with literature and resource books in Spanish and English. Literature is chosen that reflects the social studies themes, as well as instructional content and independent reading levels of the students.

MLC Library
MLC has a library containing approximately 4000 circulating library books, plus non-circulating instructional sets of encyclopedias, dictionaries, thesauri, almanacs, & atlases.
We have a fully-automated library catalog and circulation system in addition to Encyclopedia Britannica Online and WebPath Express. Library resources are available to teachers and students with the help of MLC’s librarian including leveled reading books and a wealth of literature supporting MLC’s social studies program Different Ways of Knowing as well as science resource material. The library is divided between resources in both English and Spanish and also has a professional library section for teachers. Classes are assigned a regular library time each week and teachers coordinate instructional goals with the school librarian to reinforce literacy and research skills with students.

Lifelong Learning and Community Service
Built into MLC’s grade level learning themes are opportunities for community exploration and community service projects (service learning). MLC’s behavior standards are also integrated into discussion of social studies themes (respect, responsibility, safety, caring, and tolerance). School-wide acts of community service bring the school community together and set examples for active citizenship. For example, MLC partners with organizations such as El Proyecto del Barrio to collect toys and food for families in need.

In addition to the dual language education, the nature of MLC’s curriculum—with features that foster creative thinking and problem solving rather than memorization and rote learning—prepares our students to be lifelong learners and thinkers who can truly contribute to our diverse society in Los Angeles. Their cognitive abilities are enhanced because we teach them to think—and to read, write, and speak—in two languages.

Instructional strategies for special populations
Through creation of classroom learning environments that incorporate sound teaching practices, all students can participate in higher-order thinking and a challenging curriculum regardless of risk factors and cultural background.

Students Achieving Below Grade Level
At the beginning of the school year, teachers review their CST data and are provided with students reading data and MLC portfolio to review which includes math and writing samples. Teachers are instructed to monitor students who are achieving below grade level closely. Strategies teachers use in the classroom are: Thinking Maps, cooperative learning groups, small group instruction, center skills, manipulatives etc. Teachers are also encouraged to maintain consistent communication with parents about students needs and to create a plan for parents to support student in the home. Teachers check in periodically, at the beginning of the school year, and mid-year with the Director of Instruction and if student is not making significant progress, student is recommended to the Student Success Team. Interventions that student may attend prior to SST include after-school intervention classes in Language Arts or Math.

English Learners acquiring ELD standards

- Identification: The California English Language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language
is not English and as an annual assessment to English learners enrolled in kindergarten through grade twelve in California’s public schools.

- Frequency of assessing progress to ELD standards: Teachers assess student’s progress towards ELD standards three times a year which coincides with MLC reporting periods.

- Progress monitoring toward ELD standards: Teachers frequently monitor student progress. Teachers collect work samples and use rubrics while having students make oral presentations in English that demonstrate their use of language and vocabulary taught during English and take into account grade level appropriate skills as indicated in the ELD standards.

- Instructional Strategies: Teachers use sheltering strategies such as connecting to student’s prior knowledge, providing pictorial input, building academic language through the content areas, and by providing ample opportunities for students to express themselves orally in order to practice language objectives.

- Process for Reclassification: The reclassification of students is a four step process that begins with the review of annual CELDT results for English Language Proficiency. For this criterion, student needs to meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. Students must also be at Basic with a score of 325 or above to qualify for reclassification. Prior to reclassifying teacher is asked to report on student’s academic progress in reading and writing and whether or not student is ready to reclassify. Once teacher recommends reclassification, parent is consulted and asked to approve or decline the reclassification from English Learner to Redesignated English Proficient.

- Strategies school will implement to bridge math gap: During a whole staff meeting, teachers are asked to look at math data and are asked to help resolve the dilemma as to why MLC students stagnate in math. Teachers discuss curriculum and challenges with particular groups of students. Teachers and administrators take a closer look at each particular grade level in order to be helpful in identifying any lack of growth. Grade level teams meet with the Executive Director and Director of Instruction to dialogue about grade level strengths and challenges. During this meeting, grade level standards are reviewed and discussed and teachers identify problem areas for students. Teachers are asked for feedback about why particular groups of students were performing well while others are not. Based on teacher input, MLC engages in more formative assessment to identify needs and to allow for teachers to strategically re-teach specific concepts that are difficult for students. Teachers are using math journals and are using daily practice and problems section in the Trailblazers Math program as formative assessment tools. Teachers have also reevaluated English time and have
identified areas in math that can be supported by having teachers specifically work by targeting academic language and vocabulary that may not be transferring during regular math instruction. MLC will also administer a math benchmark in the early spring to determine next steps.

**Interventions for English only Students Gaining Proficiency in Spanish:**

Students who are not progressing towards Spanish Proficiency are given interventions that support the acquisition of their second language. For example, one of the courses offered during the after-school program is Reader’s Theatre in Spanish. This specific class is allocated for English Only students needing to practice their Spanish skills. MLC works closely with the family to insure progress toward second language proficiency. Parents are provided with resources to further support student in a second language. Teachers monitor student progress and adapt learning materials to the needs of the student. Teachers pair students with Spanish speaking adults who volunteer in their classroom. Teachers use strategies that support second language acquisition during Spanish instruction as well.

**Interventions for Low Economic Status Students**

MLC encourages parental involvement in their child's education both at home and in the classroom. Research shows that the more involved parents of low economic status students are in their child's academic life, the more likely they are to succeed. MLC provide parents with opportunities through the regular school day for parents to volunteer in the classroom. All parents are required to attend PESA (Parent Expectations Support Achievement). MLC has a home reading program where students take books home to read on a daily basis as part of their homework. Parents of low SES students have opportunities to attend events on campus that focus on supporting their children at home. Enrichment experiences include art, music, (which includes piano keyboarding, band, choir) athletics, sports competition, drama, dance, and technology. MLC also implements, field trips, family day at LACMA, field day at high school and guest speakers from high schools and CSUN to speak to students.

**Meeting the Needs of Middle School Math Students**

Middle school students who are not meeting grade level expectations have study hall as an elective. During study hall, a credentialed teacher works with students to re-teach difficult math concepts and to work with a particular group of students who are challenged in general with math. During study hall, students have an opportunity to ask for assistance with concepts they are not grasping and are provided with additional instruction so that they have more opportunities to work with difficult math concepts. Students in the middle school also have use of interactive white boards and laptops which facilitate learning difficult math concepts through the use of the Connected Math website that allows for students to visualize and practice concepts learned in class.

**Readiness for Learning**

To support instructional goals in the primary classroom, parent education, early intervention, and support is provided for families new to schooling. MLC staff encounters
families in need of support and education to help their child arrive ready for school and become a successful learner. If a teacher (usually this happens in kindergarten, the first year of school for many of our students) makes note of behavior issues or lack of school readiness in a child, parents are called in for a conference. The teacher and one of the school directors will talk with parents about helping the child at home and coming to understanding about the home to school relationship. Behavior plans for kinders are created and this early intervention in partnership with parents has proved to lead to future years of success. The majority of behavior problems at MLC occur in kindergarten, which are addressed early and set the stage for years of success.

Parents are also supported with Parent Education support at MLC—such as PESA (Parent Expectations Support Achievement) which focuses on developing stronger relationships between parents and their children. We also provide Grade Level Breakfests to reinforce understanding of MLC’s dual language education program. This early intervention helps MLC identify student and family needs early so they can be addressed and lead to the best possible learning experience for the child. We also use parent surveys before a child enrolls and at different times during the year and we screen early for speech and language and other developmental problems.

**Second Language Proficiency**

The use of strategies to develop second language proficiency is important for *all* of our students, whether Spanish- or English-dominant, to achieve our dual language goals. Teachers are practiced and trained in the use of strategies such as total physical response, use of visual organizers, realia, and technology, communicating and understanding through the arts, and integrating literacy instruction with challenging academic instruction in the content areas. Parent involvement and education programs are a highly regarded strategy for meeting the needs of all students. Through grants and community support, MLC offers second language classes in Spanish and English for adults.

The following chart depicts the rate at which 90% of MLC students are expected to meet outcomes in the academic areas by grade level and language dominance.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>K-2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>30</td>
<td>50</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>70</td>
<td>75</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
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</tbody>
</table>
EL = English Language Learner
EP = English Proficient Learner – students who are initially English proficient or have been redesignated as English Proficient.

**Differentiating Instruction**
This is a common practice in MLC classrooms as are flexible groupings, centers, and daily experiences in the arts to deepen understanding and provide choices for expression. Because of this, students’ academic needs are met before an intervention is necessary. However, if a child is below grade level in reading or math they are recommended for after-school intervention or study hall in middle school. In addition, a teacher can refer a child to the school’s Student Success Team for evaluation with the parents to determine if additional intervention, monitoring, or supports may be necessary. After several supports have been implemented, the SST reconvenes to evaluate progress, consider retention, and/or an IEP assessment.

Students who demonstrate consistently high performance are challenged within the classroom and school environment to take on leadership roles, act as peer tutors, and extend their learning through after-school offerings such as chess club, debate club, beginning or advanced band. Through parent conference, students identified as qualifying for high achieving or gifted status are informed of the option to be formally assessed.

If a parent requests their child be screened to qualify as gifted or high achieving, administrative staff collects data from the cumulative record, report cards and standardized test scores. The Director of Instruction, together with the current classroom teacher makes a recommendation for consideration of the eligibility of the student. When appropriate, an intellectual assessment or an evaluation of academic abilities is requested through the Charter School office to start the fee-for-service process to assess the student. A parent consent for assessment is obtained, signed and returned to the LAUSD gifted offices along with copies of student records to schedule the evaluation. Results are shared with parents, teachers and placed in the child’s cumulative record.

**Classroom setting that ensures equal access to high levels of achievement**
Instruction takes place in student-centered classroom settings that are reflective of a constructivist view of learning. This means that children, in the pursuit of questions they have about the world, gather information and create meaning for themselves. With the help of the teacher as facilitator and architect of a stimulating learning environment, students construct and reconstruct meaning in an ever-evolving process. As students make meaning, they are gaining content knowledge and new skills, reinforced by teacher-directed lessons, small-group instruction, and practice. They experience choice, inquiry, multiple resources, decision-making, and gain the confidence that they are learning through their own initiative—stimulated by their own curiosity and imagination. Children learn through multiple sources and experiences—investigation, independent research,
hands-on projects, skills lessons, group activities, experiences in the arts—all the while making new connections and new meaning. This process of teaching and learning builds on children’s inquisitive nature, and has lead to deeper understanding, and greater retention for learners. These strategies ensure that all students are able to experience success at the appropriate developmental level.

The physical setting of the classroom is conducive for students working with each other in collaborative groups. Students sit in tables facing one another to facilitate interaction and communication (key aspect of a dual language program). The teacher facilitates learning by moving around the room, working at times with different groups of students, differentiating instruction to meet individual needs. For example, a teacher might work with a group of students on specific language arts or math skills, while an intern or parent volunteer provides individualized instruction for another group, and the rest of the class works on independent projects. Student drafts as well as completed projects are seen on the walls and throughout the classroom. Students make choices about working at different learning centers and are free to collect information they need from bookshelves, resource tables, and computers throughout the classroom. Classroom visitors such as student mentors, volunteers, community members, and parents help the children learn and make connections to their learning. Students interview each other and outside sources and do research on the Internet to support their learning in the classroom.

**Learning Beyond the Classroom**
MLC’s core social studies/language arts curriculum *Different Ways of Knowing* is a rich, engaging curriculum based on a process of inquiry and building on prior knowledge, getting smarter through research, becoming experts, and making connections to the world around us. There is no textbook. Students conduct research through literature, biographies, the Internet, and primary sources. Student field trips are directly connected to the curriculum and support development of understanding of concepts. Here are some examples:

- Kindergarten students visit Tierra Rejada farm during their study of how families show they care for one another with food. They also have a visit from a construction worker and build their own model homes during their study of shelters.
- First grade students interview a police officer, doctor, and banker in their investigation of neighborhood workers. They also read the classic story of *Winnie the Pooh* to learn about the Hundred Acre Wood as a neighborhood and create a three-dimensional map of this fictional neighborhood as well as their own.
- Second grade students visit the museums such as the Fowler at UCLA to enhance their studies of African American Family Stories. They also create their own movements and music to identify with feelings of Africans during several stages upon coming to and living in America in preparation for writing first-person accounts of this time in history.
- Third grade students use visual art to develop and demonstrate their knowledge of the water cycle—by re-creating a model of the sea, mountains,
wetlands, and sky. They build on this learning by using the scientific method to identify pollutants in lake water samples, visiting museums and aquariums.  

- Fourth graders use the Internet to research information about California’s Native Americans. In tribal groups, students research and explore their tribes in order to write research papers and make multi-media presentations and dramatic presentations to audiences. They visit local museums and reservations to support learning of local Native American tribes and plant a garden with foods native to California.  

- To “bring to life” studies of American History, fifth graders participated in Spirit Series to create and perform a play about Sitting Bull. Consultants from Spirit Series worked with the fifth grade class for several weeks as they discovered many points of view and connected with their charter through writing and performing.  

- Middle School students synthesize their learning of world and U.S. history with the creation of life-size murals and virtual museums – in which they display and interact with knowledge and make their own connections to their current world.  

**Engagement and Enthusiasm for Learning**  
Students build on what they know and do research to form their own questions. Students are also given choices about how they explore a concept or idea. For example, in a fourth grade classroom, students were working on the skill of “summarizing” from the fourth grade language arts standards. Working in pairs students selected a piece of literature to read from the classroom library in either English or Spanish. They then had to choose three methods for summarizing their story including information about the beginning, middle, and end of the story. Their choices were 1) use clay to sculpt the summary; 2) use pantomime or tableau to summarize dramatically; or 3) create a storyboard. Giving students choices and a variety of ways to show what they know and to develop and deepen understanding increases engagement and enthusiasm.  

**Professional Development Focus 2011 – 2015**  
At MLC we realize the need to revisit professional development topics to keep new staff up to speed and to refine and develop practices. We are also in the practice of developing professional development plans based on the needs of students and teachers and use data such as test results, teacher surveys, classroom observations, and peer review to determine specific professional development needs each year. Goals are discussed on Reflection Day after the last day of school in June when each teacher shares their reflection on their individual achievement of school-wide goals and again in August prior to the start of school and after test scores are released. MLC’s board considers the results of data in terms of approving budgets to support professional development plans each year.  

At MLC, we utilize the talents of staff to provide professional development and/or guide the staff in thinking about new practices. For example, our Academic Vocabulary Cadre which is made up of two teachers on staff, leads us in school-wide discussion and action to develop a comprehensive plan for ensuring key academic vocabulary is introduced,
reinforced, and mastered throughout the grade levels in all academic subjects and in both languages. Through this work, staff has learned from each other and MLC is developing academic vocabulary lists for each content area in both languages as well as plans to assess student mastery of the words. In addition, MLC utilizes grant and budget funding to bring in experts to provide school-wide professional development and coaching for staff.

Professional Development takes place in the following ways at MLC:

**Monthly Meeting Cycle and Teacher Planning Days**
- Staff meets every Tuesday afternoon from 3:30-5:00pm for the following purposes
  - Professional Development
  - Needs Assessment
  - Committee Meetings
  - Cadre Work (e.g. Rubric and Academic Vocabulary are two ongoing professional cadres at MLC led by faculty to guide school-wide analysis and improvement
  - Critical Friends Groups
  - Data Analysis

- Seven Teacher Planning Days are built into the calendar for professional development workshops and grade-level planning.
- Summer Retreats (2-5 days depending on budget)

Building on our history of professional development which can be seen on pages 9-11 of this document, the plan for Professional Developing in 2011-2012 is outlined in the following chart.

<table>
<thead>
<tr>
<th>PD Focus</th>
<th>Provider</th>
<th>Time</th>
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<tbody>
<tr>
<td>Arts and Literacy</td>
<td>Music Center Teaching Artists</td>
<td>1 day in Summer</td>
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<td>1 TPD</td>
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<td></td>
<td>Classroom Coaching</td>
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<tr>
<td>Mathematics</td>
<td>Executive Director</td>
<td>1 day in summer</td>
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<td>1 TPD</td>
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<td>6 Staff Meetings</td>
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<td>Classroom Coaching</td>
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<tr>
<td>Academic Vocabulary</td>
<td>Cadre Team (MLC teachers)</td>
<td>1 TPD</td>
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<td>4 Staff Meetings</td>
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<tr>
<td>Readers and Writers</td>
<td>Rubric Cad and Literacy Leads (MLC teachers)</td>
<td>1 day in Summer</td>
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<tr>
<td>Workshop</td>
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<td>1 TPD</td>
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<tr>
<td></td>
<td></td>
<td>6 Staff Meetings</td>
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<tr>
<td>Technology Integration</td>
<td>Program Director and consultants from Tech4Learning</td>
<td>2 Staff Meetings</td>
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<td></td>
<td></td>
<td>Classroom Coaching</td>
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Special Education

Legal Framework
MLC adheres to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The MLC ensures that no student otherwise eligible to enroll in their charter school will be denied enrollment. The MLC complies with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for enrolled students.

Special Education Local Plan Area (SELPA)
The District is approved to operate as a single-district SELPA under the provisions of Education Code § 56195.1(a). The MLC shall initially remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the MLC reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter and shall be executed through a Memorandum of Understanding. (See District required language at the end of this section.)

MLC has effective strategies in place to meet the needs of students with Special Education plans.
- Classroom teachers, administration and special education service providers confer regularly to make sure that goals are being worked on with the general education teacher as well as with the speech and language therapists, resource specialist, occupational therapist, and behavior specialist.
- Goals are reviewed and progress is reported to parents three times during the year.
- MLC has an effective Student Success Team where teachers may request review of classroom strategies to meet the needs of all students in the general education program, including those with Individual Education Plans.
- In a recent District Validation Review, MLC received an accommodation for meeting the needs of its students with Individual Education Plans. Please refer to Appendix I for the DVR.

The leadership implements programs and polices that enable all students to be effectively served including special education and second language learners.
MLC teachers are trained in differentiating instruction so that all students are effectively served before interventions are needed. Second language learners’ needs are met most effectively through the dual language program, as students develop literacy in their first and second language at higher levels than those in monolingual programs and at the same time develop greater cognitive abilities. A Student Success Team (SST) evaluates students with special needs or concerns and an appropriate course of action is recommended including an IEP assessment and special education services as appropriate.
Special education services are provided according to a child’s IEP through our contract with outside providers.

The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The MLC identifies and refers students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The MLC is responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. The MLC makes decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student’s IEP team.

The MLC supports movement of students with disabilities into less restrictive environments and increased interactions of students with disabilities with non-disabled students. The MLC conducts assessment and standardized testing of students with disabilities using state and district guidelines for modifications and accommodations.

The MLC provides planned staff development activities and participates in available appropriate trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

**Special Education Program**

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, MLC will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and MLC regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special education Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding (“MOU”) by and between the LAUSD and MLC (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.
Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

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

# Graduation Status of 12th 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 2: Measurable Pupil Outcomes

Driven by our school mission, the following exit outcomes have been developed by our founding design team to insure attainment of our goals for an educated person and have been aligned with the California State Standards in each of the core academic areas of language arts, social studies, math, and science, which are reflected in our selected curriculum. These exit outcomes address the standards across K-8 grades and are reflective of the goals for regular and special education, gifted and English language learners. By graduation from 8th grade we expect 90% of our students to meet these outcomes evidenced through multiple measures of assessment.

1. Be literate—read, write, listen, and speak—in English and Spanish
   - Use prior knowledge and personal experience as well as knowledge about language to construct meaning from what they’ve read
   - Write across a variety of genres for the purpose of learning how to write, demonstrate knowledge (e.g. research, reports, content information), and for real-life purposes and audiences (e.g. letters, technical writing, persuasive pieces, fiction, nonfiction, poetry).
   - Use oral language skills such as voice, articulation, eye contact, and gesture to communicate effectively to a variety of audiences.
2. Learn social studies concepts, skills, and attitudes by constructing ideas and acquiring them through reading, listening, speaking, observing, inquiring, and problem solving.
3. Achieve competency in mathematics skills and concepts and apply them to solve problems and present information.
4. Use critical thinking skills to understand scientific inquiry and processes (observing and collecting data, measuring, hypothesizing, predicting, inferring, modeling, and communicating) to acquire new knowledge and an understanding of the world.
5. Select appropriate and varied sources of information, recognize the difference between popular and scholarly sources, and distinguish between primary and secondary sources.
6. Use the arts to solve problems, make connections across disciplines, and gain an understanding of self and an appreciation of others.
7. Apply knowledge and skills of ICT (information, communication, and technology) literacy to complete real world tasks such as writing a business letter, constructing a slide show, or designing a web page to demonstrate learning.
8. Demonstrate motor and fitness skills, plus the knowledge that accompanies those skills to have a productive and healthy lifestyle and develop sportsmanship through competition.
9. Become responsible citizens by participating in community service projects where they learn about themselves and how to relate to others.

In addition to these outcomes we expect MLC students to:
• Develop a Post-Secondary Plan by producing a portfolio and a journal featuring their academic, social, and intrapersonal achievements and identifying future goals
• Continue their literacy development in two languages in high school and be prepared to take the Advanced Placement Exams in Spanish and English.
• Demonstrate cultural competence in their attitudes and behavior with others
• Embody MLC’s 5 standards (caring, respectful, responsible, tolerant, and safe) through communication and actions towards others
# Measuring Student Outcomes

Prior to the establishment of the STAR system, MLC adapted a developmental tool to ensure that students met outcomes and made annual growth towards those outcomes. This tool was based on national standards in language arts, mathematics, science, and social studies.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Levels Assessed</th>
<th>Type of Measure</th>
<th>Frequency</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR</td>
<td>State of California Language Arts and Mathematics Science (gr. 5&amp;8) Social Studies</td>
<td>Grades 2-8 Also 4th grade writing, 8th grade science, algebra, and social studies</td>
<td>Proficiency toward grade level standards based on standardized tests</td>
<td>Annually</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Standards</td>
<td>Grades K-8 (Only administered to English Learners)</td>
<td>Proficiency in English</td>
<td>Once a year</td>
</tr>
<tr>
<td>APRENDA</td>
<td>Reading in Spanish</td>
<td>EP students in grades 1-8.</td>
<td>Proficiency in Spanish reading based on national norms of Spanish speakers</td>
<td>Annually</td>
</tr>
<tr>
<td>Measuring Up Benchmark Test</td>
<td>California Content Standards Language Arts and Mathematics</td>
<td>Grades 2-8</td>
<td>Measures student progress towards California Content Standards in English Language Arts and Mathematics</td>
<td>Twice a year Early fall and early Spring</td>
</tr>
<tr>
<td>Benchmark Learning Descriptions</td>
<td>National Standards in language arts, mathematics, science and social studies</td>
<td>K-8</td>
<td>Continuum of achievement based on developmental milestones. On-going documentation utilizing teacher and student collected data via journals, portfolios, literacy check lists, teacher tests etc.</td>
<td>Data compiled annually on Continuous Progress Record.</td>
</tr>
<tr>
<td>Developmental Reading Assessments (DRA)/El Desarrollo de Lectura (EDL)</td>
<td>California Content Standards Language Arts</td>
<td>K-8</td>
<td>Determines students independent and instructional reading levels by evaluating the following reading components: reading engagement, oral reading fluency, and comprehension</td>
<td>Multiple times during the year based on student progress and readiness.</td>
</tr>
</tbody>
</table>
social studies. Though we continue to use the developmental Benchmark Continuum internally in conjunction with the STAR test data to assess student growth, we understand that public accountability and the general populations’ greater understanding of the latter makes it more practical for us to measure our success using metrics such as the API, AYP, and the disaggregation of that data by teacher, grade levels, student level and cohorts. Appendix R, Multiple Measures Used by MLC to Determine Achievement of Student Outcomes, details who and what is measures, frequency of use and quantitative goals of students. In addition,

MLC contracts regularly with Kathryn Lindholm-Leary, PhD to conduct an independent analysis of our dual immersion program. Her depth of knowledge in Dual Language assessment helps our staff and Board analyze the data, study her recommendations, and improve our program.

**Assessment Through Standardized Tests and NCLB Measures**

*MLC has shown steady growth since its baseline score of 501 in 2002 to 787 in 2010.* MLC met API growth targets in 5 of the last 5 years and has had a 157 point growth since the last charter renewal. WE are proud of this growth which demonstrates the transfer of skills from Spanish to English Language Instruction in a 90/10 Dual Language Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Base</th>
<th>API Growth</th>
<th>Growth Target</th>
<th>Yearly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>643</td>
<td>633</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2007</td>
<td>683</td>
<td>648</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>705</td>
<td>689</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>2009</td>
<td>728</td>
<td>710</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>2010</td>
<td>787</td>
<td>733</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td><strong>Average Growth</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>31.4</strong></td>
</tr>
</tbody>
</table>

As the line graphs below demonstrate, MLC has made steady progress over time in meeting the AYP targets. *MLC is only one-year behind in meeting the advancing state targets for achievement in math and language arts which is rather remarkable considering it is a dual language school and these tests only measure achievement in English.* The target for Math in 2009 was 47.7% and is 58% in 2010. MLC falls in between the two with a score of 53% in 2010. The target for ELA in 2009 was 46% and MLC met the target one year later in 2010.

A first for MLC, albeit a negative, is minimal growth in math scores from 2009 to 2010 indicating the need for a renewed effort by all staff and identification of the standards not being met through analysis of the subtests by grade level, teacher and student.
A much more positive result is seen with English Language Arts. **MLC is closing the achievement gap for the Hispanic, EL and Economically Disadvantaged subgroups in English Language Arts.** *MLC met all of its AMOs in ELA for school-wide and all subgroups for the first time in its history via Safe Harbor—having virtually eliminated students from the below basic and far below basic categories.*
The growth is most dramatic when comparing the data from the last two years.

<table>
<thead>
<tr>
<th>Percentage of Students Scoring Advanced &amp; Proficient in ELA</th>
<th>2009</th>
<th>2010</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>School -wide</td>
<td>32.1</td>
<td>46.4</td>
<td>14.3</td>
</tr>
<tr>
<td>Hispanic Subgroup (average of 72% of students enrolled)</td>
<td>24.7</td>
<td>42.7</td>
<td>18.0</td>
</tr>
<tr>
<td>Socio Economically Disadvantaged (average of 60% of students enrolled)</td>
<td>25.2</td>
<td>37.6</td>
<td>12.4</td>
</tr>
<tr>
<td>ELL</td>
<td>14.4</td>
<td>32.7</td>
<td>18.3</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>14.3</td>
<td>53.3</td>
<td>39.0</td>
</tr>
</tbody>
</table>

Meeting all of the 17 AYP targets in the same year has been a challenge. *MLC would have met them all this year had we maintained our steady growth in math while meeting our ELA targets for the first time.* We are disappointed, yet convinced that we can meet all 17 targets this year and be on the road to exiting program improvement. We will demonstrate this later on as we share the number of students in Basic who are on the cusp of becoming proficient.
The following chart demonstrates the percentage of criteria met for Adequately Yearly Targets since the last renewal.

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td># Criteria Possible</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td># Criteria Met</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>12</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>% Criteria Met</td>
<td>94.1</td>
<td>70.6</td>
<td>88.2</td>
<td>70.6</td>
<td>88.2</td>
<td>82.3</td>
</tr>
</tbody>
</table>

In 08-09, MLC met all math proficiency targets and English Language Arts targets with the exception of targets for Hispanic and Socio-Economically disadvantaged students. For the 09-10 school years MLC met all English Language Arts targets and missed math targets for Hispanic, Socio-Economically Disadvantaged Students, and English Learners though MLC did meet the School-wide growth.

**English Reading Achievement**

**CST English Language Arts 2006-2010**

The following scoring band graph for CST English Language Arts shows the number of students tested from 2006-2010 and demonstrates how MLC has decreased the number of students performing in the CST English Language Arts at the Far Below Basic and Below Basic and shows an increase in Basic, Proficient, and Advanced.

The chart below shows the CST performance for all students in grades 2-8 for English Language Arts (ELA). As the chart indicates, by grades 4 through 8, 53-70% of the students achieved at Proficient/Advanced, except for grade 6 where only 35% scored as Proficient/Advanced. However, at all grades from 4 to 8, 90-94% of students scored as Basic or above. In addition, 28% of students who scored at Basic scored within 10 points of Proficient and 41% within 15 points of Proficient.
As the chart for EP students shows, by fourth, fifth, and seventh/eighth grades, 67-89% of the MLC students scored as Proficient or Advanced, which was higher than the performance of EP students in the district and state. Among 6th graders, half of EP students were Proficient or Advanced, and the other half of students were Basic. This performance level exceeded the district average; it was slightly lower in the percentage of P/A students, but higher than the percentage of students at Basic or above, in comparison to the state average.

The next chart compares the CST ELA outcomes for all fifth grade MLC students with the four schools with somewhat similar demographics (Capistrano, Granada, Lorne, Melvin).
The average from a 90:10 school, and district and state averages are also provided. As the chart indicates, for all fifth grade MLC students, 56% are Proficient or Advanced, which is similar or somewhat higher than Granada and Melvin, the district and state averages. However, the percentage of MLC fifth graders that is Proficient/Advanced is quite a bit lower than two of the other comparison schools, and the other 90:10 program.

Among EL students in grades 3-4 and 6, 29-33% of the MLC students scored at grade level (Proficient or Advanced). Among fifth graders, while only 14% scored at grade level, 57% scored as Basic. As the chart indicates, there was a higher percent of MLC students who achieved at P/A or at Basic or above compared to the district and state averages.

If we examine scores for Hispanic students across the different sites, we see that slightly fewer Hispanic fifth-grade MLC students are achieving Proficient or Advanced levels.
compared to Hispanic students at most other comparison schools, but there is a higher percent of MLC than one site, and the district and state averages in terms of the percentage of Hispanic students who score as P/A. In looking at economically disadvantaged students, there are far fewer MLC disadvantaged students who score as P/A compared to all other groups, though a comparable percent to Melvin. However, 30% of Hispanic and 33% of Economically Disadvantaged students are within 10 points of scoring as Proficient, which would have made MLC quite competitive with all other comparison sites.

The next chart presents the CST ELA performance of EL/R-FEP and EP students according to their scale scores across the grade levels and compares their performance to the scale scores of the district and state averages. As this chart indicates, MLC EP students had scale scores that were higher than the district and the state averages at all grade levels except third. Thus, while MLC EP third grade students scored no different than their district and state EP peers, MLC students achieved higher in scale scores at fourth through eighth grades. As the chart illustrates, MLC EL and R-FEP students\(^2\) showed the same performance over time as the state average, except at sixth grade, where their performance dipped below the state average. However, across all grade levels, the performance of the EL/R-FEP students exceeded the performance of the EL/R-FEP students at the district level.

\(^2\) EL and R-FEP students are grouped together for the MLC, district, and state comparisons due to the small number of MLC R-FEP students at each grade level.
Finally, as the next chart shows in terms of longitudinal changes, *MLC students at most grade levels made statistically significant increases in achievement.*
Reading Achievement in Spanish

Achievement data were also available for the STS test, which assesses reading/language arts (RLA) in Spanish for EL students in grades 2-8. Like the CST, performance levels range from Far Below Basic to Advanced, with Proficient set as the grade level standard. As the graph shows for RLA, about half of 3rd and 4th graders scored as Proficient/Advanced, and the other half of the fourth graders scored as Basic. In comparing their scores to another 90:10 program, we see that far more of the students in the other 90:10 program were Proficient/Advanced. However, far more MLC 4th graders were Proficient or Advanced compared to their peers in the district and state.

In looking at change over time, the graph below shows that students at all grade levels showed little change from spring 2009 to spring 2010. In terms of performance level changes, 40% of students stayed at the same level, 37% moved down one or more levels, and 23% moved up one level.

Over the years, the trend at MLC has been an increase in English achievement during the third and especially the fourth grade with the introduction of Reading and Writing in English with a slight dip in Spanish scores. We then see the scores rise again in the middle school in both languages.

CST Math 2006-2010

The math scoring band graph demonstrates that MLC continues to have fewer students in the FBB band however during the 09-10 there was a rise in below basic students. However the graph also demonstrates that there was growth in Basic, Proficient, and Advanced.
The charts below present the CST performance for math, including students in grades 2-8. As the chart indicates, in grades 2 through 6, 52-60% of the students achieved at Proficient/Advanced, though at grades 7-8, only 39% scored as Proficient/Advanced. However, at all grades from 2 to 6, 83-91% of students scored as Basic or above. In addition, almost a third (31%) of students who scored at Basic scored within 10 points of Proficient and almost half (47%) within 15 points of Proficient.
Math Achievement: Subgroups

As the chart for EP students shows, at each grade level, two-thirds to all of the MLC students scored as Proficient or Advanced, which was higher than the performance of EP students in the district and state, except for grade 4 where the percentage of MLC EPs (67%) was slightly below the state percentage (71%). The percentages of students who were Basic or higher also, in most cases, exceeded the district and state averages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>MLC</th>
<th>Dis</th>
<th>St</th>
<th>MLC</th>
<th>Dis</th>
<th>St</th>
<th>MLC</th>
<th>Dis</th>
<th>St</th>
<th>MLC</th>
<th>Dis</th>
<th>St</th>
<th>MLC</th>
<th>Dis</th>
<th>St</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>67</td>
<td>63</td>
<td>69</td>
<td>67</td>
<td>65</td>
<td>71</td>
<td>67</td>
<td>57</td>
<td>64</td>
<td>100</td>
<td>44</td>
<td>57</td>
<td>67</td>
<td>37</td>
<td>53</td>
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<tr>
<td>4th</td>
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<td>5th</td>
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<td>6th</td>
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<td>7-8</td>
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</tbody>
</table>

In terms of the performance of the few R-FEP students, overall, 40% scored as Basic and 44% as Proficient or Advanced. Across the different grade levels, 0-67% at each grade level of R-FEPs were Proficient or Advanced.
EL students were not as strong in math as their EP peers, except in grade 3, where over half (56%) of ELs achieved as Proficient/Advanced. In grade 6, 29% of ELs were P/A, but in the remaining grades, only 0-14% of the MLC ELs scored at grade level (Proficient or Advanced). However, at grades 4-5, where few students were P/A, most of the remaining students were Basic, and in fact, a third of the students at Basic were within 10 points, and half were within 15 points, of Proficient. Sixth graders were much stronger in math than their peers at the district and state level, both in terms of the percent P/A and in the percent Basic or above. However, at grades 7-8, no ELs at MLC were P/A and only a quarter were Basic, which was worse than the overall poor performance at the district and state.

The chart below compares the CST math outcomes for all fifth grade MLC students with four schools with similar demographics (Capistrano, Granada, Lorne, Melvin) and one 90:10 school, along with the district and state averages. As the chart indicates, for all fifth grade MLC students, 53% are Proficient or Advanced, which is lower than most other school sites and the state average, but comparable or higher than one school site and the district average. Further, the percent of students who are Basic or higher is similar or higher among MLC fifth graders compared to all other sites except Capistrano.
In looking at scores for just the Hispanic students across the different sites, we see that fewer Hispanic fifth grade MLC students were scoring at Proficient or Advanced levels compared to Hispanic students at the other comparison schools, except Melvin. In terms of students who are economically disadvantaged, MLC had the lowest percent of students who scored as P/A compared to all other groups. However, a large percentage of both Hispanic (50%) and Economically Disadvantaged (56%) were within 10 points of Proficient, and 42% of Hispanic and 44% of Economically Disadvantaged students were within only 5 points of scoring as Proficient. If these students received careful assistance over the year, MLC percentages for Hispanics and Economically Disadvantaged students would be far more competitive and might exceed all other comparison sites.

The next chart presents the CST math performance of EL/R-FEP and EP students according to their scale scores across the grade levels and compares their performance to the scale scores of the district and state averages. As this chart indicates, MLC EP students had scale scores that were lower than the district and state averages for grades 3-5 (comparable to district average at grade 5), but higher at grades 6-8. Thus, MLC EP
students caught up to their district and state EP peers. EL and R-FEP students, who are combined for the MLC, district, and state comparisons due to the small number of R-FEP students, showed the same downward trend across the grade levels as their district and state peers. While at sixth grade, MLC performance matched the district average, across the other grade levels, the performance of the EL/R-FEP students was below the performance of the EL/R-FEP students at the district and state levels.

Finally, as the next chart shows in the longitudinal changes, MLC EP students showed the same downward trend we just observed across grade levels in the district and state, with dramatic decreases from Spring 2009 to Spring 2010 except for grade 5. Among EL/R-FEP students, achievement was showing a good level of growth or maintenance, except for Spring 2009 to Spring 2010, when three of the four grade levels showed decreases in achievement. However, this chart also shows that the EL/R-FEP group hovered near or jumped beyond the 350 score, which translates into Proficient performance.
Math Achievement in Spanish

Math achievement on the STS test, which assesses math in Spanish for EL students, is shown in the next graph. Achievement was fairly high in math, with 56% of 2nd graders, 61% of 3rd graders, and 90% of 4th graders scoring as Proficient/Advanced. In comparing the 4th graders’ scores to another 90:10 program, we see that the same percentage of students in both programs were Proficient/Advanced. Furthermore, in comparing the MLC students to the district and state averages, MLC 4th graders were scoring significantly higher than their peers in the district and state. These results show that EL students in grades 2-8 were demonstrating grade-level performance on the math standards.

In looking at change over time, the graph below shows that 3rd and 4th grade students maintained their same level of performance, while 5th graders demonstrated considerable growth from spring of 2009 to spring of 2010. In terms of performance level change, 43% of students stayed at the same level, 10% moved down one or more levels, and 47% moved up one level.
Reflection on Assessments

MLC expects second grade baseline scores on the CST to reflect the fact that these students have not yet received formal English language arts instruction in reading and writing. MLC expects CST scores to rise in third grade, after students have had one year of English reading and writing, especially for the native English speakers, where transfer of language arts skills is more rapid. In fourth and fifth grade, MLC expects a steady rise as students learn in English for 40 and 50 percent of their instructional time respectively, and achieve higher levels of fluency in English reading and writing.

We are very pleased with the tremendous success of our efforts over the past few years to improve ELA achievement for all subgroups. Being one year behind on state targets for AYP encourages us to make the additional effort to eliminate that one year gap. Our success stems from the K-8 implementation of Readers and Writers Workshop which helps teachers align curriculum across the grade levels and provide common assessments such as the Developmental Reading Assessment (DRA2) in English and the El Desarrollo de Lectura (EDL2) in Spanish. Furthermore, staff meetings are designated to discuss data and student performance on formative and summative assessments to help teachers understand how the K-8 program builds across the grade levels and to identify what skills attainment and mastery at each grade level looks like.

During our yearly retreat the staff analyzed and reflected on the 2010 CST Star Test Data and came to the conclusion that the growth in English Language Arts is due in part to the current staff focus on rubrics and academic language and also to the interventions that target specific students. The staff celebrated accomplishments in meeting all AYP targets for English Language Arts however, the realization that Math targets were not met due to little growth and declines in certain subgroups meant that MLC would not meet all criteria for the AYP and hence would continue in program improvement. The MLC staff is committed to continuing to work on ELA and renew efforts in Math to meet all AYP targets for the next academic school year. In order to achieve that, MLC teachers and staff worked on analyzing math scores at the student and grade level to identify trends in math achievement so that they can be cognizant of student deficiencies to insure that students are being given the tools they need to succeed. MLC staff is also looking at ways of improving achievement for students who have been at the Basic level for more than two years. The MLC teachers have already identified these students at Basic and determined how they learn best, what is hindering their academic progress, and have begun providing interventions that will assist students into moving to the Proficient and Advanced levels. Staff development is also planned for teachers who need more strategies for developing mathematics understandings.

Benchmark Learning Continuum
MLC exit outcomes are achieved through accomplishment of benchmark learning objectives that are depicted along a sequentially designed continuum labeled 1) beginning, 2) developing, 3) competent, 4) expanding, and 5) accomplished. The benchmarks depict the skills attained, processes mastered, and understandings acquired during grades K-8 in each of the core academic areas and as such represent the criteria by
which students are assessed. Teachers use these learning benchmarks to verify attainment of student skills, strategies, techniques, content and processes addressed by the curriculum. The benchmarks assist parents in interpreting the basis for their child’s grades on periodic progress reports. It also shows their progress over time.

Teachers evaluate progress towards the benchmark objectives by using many tools including observation checklists, running records, teacher-made tests and rubrics. Evidence gleaned from student work samples, performances, portfolio samples, and tests in all the content areas help teachers determine which benchmark label best describes the child’s progress.

Each grade level is assigned a color in which a teacher highlights the learning descriptions in the benchmark document that a student has achieved that year. For example, a kindergarten teacher takes a yellow highlighter pen and marks what a student has achieved by the end of the year for each learning objective. Then in first grade, blue is used to indicate new learning, and so on. By the end of eighth grade, a student’s benchmark document that has followed him or her since kindergarten is completely highlighted, indicating the level of growth each year. Students who have not achieved the “accomplished” benchmark by the end of fifth grade will continue to be monitored during middle school, using the Continuum to ensure that all MLC students attain all the desired outcomes.

Teachers maintain a cumulative record sheet which averages the child’s progress on the Benchmark Continuum in literacy, mathematics, science and social studies each year. Both the Benchmark Learning Continuum and the continuous progress record for each child are passed on to the next grade each year. The Continuum is used extensively in conferencing sessions with parents to show students’ continuous progress and identify areas of need. The data from the continuous progress record is used by the MLC Board and staff to identify students who need intervention and see achievement trends.

The continuous progress records use a 10-step scale, two steps for each of the five benchmark labels. For example, the “beginning” label equates with steps 1 and 2, “developing” label with steps 3 and 4, etc. up to step 10. By transferring student achievement levels to this 10-point scale, MLC is able to quantify annual progress being made by individual students and collect data for the school as a whole. We can also evaluate progress over multiple years.
Following is an overview of the Benchmark Learning Descriptions based on National Standards. See detailed Benchmark Learning Continuum provided as Appendix D.

<table>
<thead>
<tr>
<th>Exit Outcome</th>
<th>Literacy</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be literate (read, write, listen and speak) in English/Spanish</td>
<td>Learn social studies concepts, skills, and attitudes by constructing ideas and acquiring them through reading, listening, speaking, and problem solving</td>
<td>Achieve competency in mathematics skills and concepts and apply them to solve problems and present information</td>
<td>Use scientific skills such as observing, classifying, interpreting, and measuring in the study of all topics and in producing reports.</td>
</tr>
<tr>
<td>Components</td>
<td>Reading Making Sense Out of Print</td>
<td>Governance Social Systems and Diversity Economics Past and Present Geography</td>
<td>Number Concepts Numerical Procedures Spatial Concepts Problem Solving Communication/Connections</td>
<td>Patterns and the nature of scientific activity Systems, interactions, and the nature of scientific activity Models, scales, and the nature of scientific activity Change over time, constancy, and the nature of scientific activity</td>
</tr>
<tr>
<td></td>
<td>Listening and Speaking Integrated throughout each component of all exit outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Longitudinal Data on MLC Benchmark Continuum Using Continuous Progress Record (CPR)

The following charts summarize results of student achievement using the Benchmark Continuum to reach school wide performance goals.

### Percentage of Students Moving One Step Annually on MLC Benchmark Learning Continuum – Goal = 90%

<table>
<thead>
<tr>
<th>Student Performance Goals</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>82%</td>
<td>84%</td>
<td>89%</td>
<td>98%</td>
</tr>
<tr>
<td>Math</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>Science</td>
<td>87%</td>
<td>79%</td>
<td>85%</td>
<td>97%</td>
</tr>
</tbody>
</table>
### Percent of Students Meeting Competency Levels (Steps 5 and 6) and Accomplished (Steps 9 and 10)

<table>
<thead>
<tr>
<th>Student Performance Goals</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd graders achieving step 5 or 6. Goal 80%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>94%</td>
<td>71%</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Math</td>
<td>88%</td>
<td>35%</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Science</td>
<td>21%</td>
<td>6%</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>5th graders achieving step 5 or 6. Goal 90%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>93%</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Math</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>5th graders achieving step 9 or 10. Goal is 100% at 8th grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>93%</td>
<td>93%</td>
<td>89%</td>
<td>55%</td>
<td>89%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>100%</td>
<td>100%</td>
<td>74%</td>
<td>45%</td>
<td>74%</td>
</tr>
<tr>
<td>Math</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>71%</td>
<td>97%</td>
</tr>
<tr>
<td>Science</td>
<td>100%</td>
<td>100%</td>
<td>82%</td>
<td>100%</td>
<td>82%</td>
</tr>
</tbody>
</table>

### What We’ve Learned

We’ve learned that teachers need more time and practice with the Benchmark Learning Continuum to make it an even more effective tool. Teachers received training on the Benchmark Learning Continuum, however they have need to revisit the benchmarks and work together to build common expectations and understanding of what student performance would look like at each step in the continuum.

The benchmark data shows that there is a shift in how teachers are using the benchmark document and demonstrates that as common understanding and expectations are built they are becoming more critical of student performance at their respective grade levels. For example, during the 2009-2010 school year, students at the third grade level did not meet the MLC goal of 80% of third grade students meeting Step 5 and 6 on the benchmark continuum and students in fifth did not meet the 90% MLC goal for steps 9 and 10. MLC teachers realize that for some students it takes longer to reach steps 9 and 10. To make the tool more effective, the growth steps of expanding (steps 7 and 8) and accomplished (steps 9 and 10) will continue to be assessed throughout middle school for those who do not meet the targets in 5th grade. Data as to when students meet the accomplished goal will be shared as staff provides the necessary skills to meet the benchmark descriptors. The benchmark data is used in combination with the tools such
described in Element 3 as well as STAR test data to identify appropriate interventions to assist students in meeting the goals.

**How MLC Supports Student Achievement of Benchmark Learning Goals:**

- **Academic Enrichment:** MLC ESCAPE Program
- **Parent Education:** MLC’s Recruitment and Retention Committee working with other committees and groups on campus is dedicated to providing quality education programs for parents and families at MLC including the following:
  - Parent Expectations Support Achievement – PESA (support by Los Angeles County Office of Education)
  - Second Language Classes
  - Family Day at Los Angeles County Museum of Art
- **Professional Development for Teachers** (see Element 1)

**Staff, students, and parents and community partners are involved in creating, monitoring, and achieving program goals.**

**Staff:**

- Develop and refine all goals twice yearly
- Assess student progress in achieving academic and behavior goals daily
- Share student developmental progress with parents using MLC Benchmark Learning Continuum and skills checklists three time yearly
- Communicate goals to parents and community and encourage their support
- Develop high expectations for student achievement of goals
- Collaborate with students, parents, and community on committees to achieve and support goals
- Provide opportunities for parent education and involvement
- Integrate and teach the visual, performing, and media arts and define objectives for professional development and school-wide implementation.
- Develop partnerships with outside resources to achieve goals (i.e. Music Center Education Division, CABE, CSUN, MIND Institute, NIKE, etc.)
- Attend and provide staff development
- Collaborate in grade-level teams and provide peer support and evaluation
- Refine practice and attain resources for implementing MLC curriculum by identifying annual individual and group goals for improvement.

**Students**

- Define and monitor goals for behavior as well as consequences for not meeting them.
- Responsible for coming to school ready to learn and complete all assignments
- Meet expectations for academic and bi-literacy goals
- Receive support when needed to meet academic and behavior goals
- Demonstrate ways to live in a diverse society by learning each other’s cultures and languages.
• Serve on the Student Council
• Help and support peers (and younger students) especially in developing second language skills (Spanish or English).
• Reflect on progress by maintaining journals and providing peer feedback.

Parents
• Support learning at home – taking children to library, reading with them, asking questions about their work, talking to them about learning themes
• Become active in Parent Council and Challenge Committees to meet school-wide goals
• Use the MLC Benchmark Learning Continuum to assess their child’s progress and identify areas that need improvement.
• Communicate with teachers about problems at home or questions about student progress
• Attend parent meetings, parent school nights, and/or Parent Education programs
• Bring children to school on time, fed, and ready to learn
• Commit to sending children to MLC until 8th grade to achieve full impact of the dual language education program.
Element 3: Methods to Assess Pupil Progress towards Meeting Outcomes

MLC is committed to implementation of the dual language model outlined in our original charter and this renewal document. Research has repeatedly proven that the 90:10 dual language model when properly implemented produces the best results for both English and Spanish dominant students. The steady progress MLC students have made over the last nine years is mainly due to our commitment to utilize and analyze multiple measures to determine where we need to:

- create new interventions for individual students
- improve instruction at the classroom level
- offer school-wide professional development
- develop new curriculum
- identify and implement more effective teaching strategies
- create new assessments
- use more powerful tools to analyze data

Using what we know about dual language education, each measurement requires additional analysis especially in the area of English language arts since the acquisition of literacy is accomplished through the Spanish language in the first three years of instruction (K-2). Our diligent efforts over the past 9 years have reduced this potential three year delay in acquiring proficiency in English to a one year delay based on our STAR achievement data. The pattern proves that it takes time and constant improvement to maximize the potential of a dual language program.

Formal Assessments

MLC relies on the results of all of the following formal assessments for measuring student progress. Being that we are a public dual language charter school, it is imperative that all of these assessments are used and considered in determining the success of our specific educational program.

- MLC Benchmark Learning Continuum to measure yearly growth towards K-8 exit outcomes. Teachers mark the Learning Continuum at the end of the school year to indicate progress the student made towards meeting the exit outcomes.
- CST results, (using second grade scores as a baseline and tracking growth of students by cohort as they move through the program), including API, AYP and subgroup data
- APRENDA results
- STS results
- CELDT Tests (and re-designation of students)
- Developmental Reading Assessments (DRA) and El Desarrollo de Lectura (EDL) individually administered in English and Spanish. These assessments are frequently administered in the classroom however, teachers submit student results three times a year.
- Mid-year benchmark grade level assessments in language arts and mathematics. The Measuring-Up Diagnostic Test is administered to students twice during the school year. The first test is given in early fall and the second test is administered
in the early spring. The Measuring Up test are aligned to the California State Standards and provide teachers reports on how students are progressing towards the state standards.

- Trailblazers unit tests, Excel unit tests, Algebra unit tests
- MIND Institute data on spatial and temporal reasoning. Data is provided at the end of each class session as to how student is progressing towards completion of program and grade level standards mastery.

**Informal Assessments**

Our approach to assessment embraces several principles adapted from *Assessment: Continuous Learning* by Lois Bridges.

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

Teachers develop their own periodic assessments and utilize rubrics to guide children’s understanding of what is expected and to encourage self-assessment. Rubrics are used by peers, teachers and students to assess individual and group work. The following informal assessments are used to track student growth: portfolios, reflective journals, ongoing teacher observation, exhibition projects, student-led conferences, peer conferencing, parent/child/teacher interviews.

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

**Ongoing Teacher Observation**: Teachers use checklists, kid-watching forms, anecdotal records, videotape, interviews, and questionnaires to insure that students have acquired appropriate skills and content knowledge.

**Exhibition Project**: Teachers identify important performance tasks based on their curricula and state standards, design appropriate scoring rubric that measures what students’ know and how well they apply what they know. Students may create their own rubrics for projects and presentations and evaluate their peers using feedback forms. Exhibition may be done across classes in a grade level to broaden horizons and have additional opportunities to provide peer feedback and compare and contrast different approaches.
**Student-led Conference:** Students present to teachers and/or parents an evaluation of their own progress and seek feedback and suggestions for improvement. Celebrating accomplishment of goals leads to the setting of new goals and higher expectations.

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

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

**Continuous Progress Record:** A teacher-maintained cumulative record of child’s progress towards achievement of exit outcomes covering K-8. The record summarizes the child’s progress in literacy, mathematics, science and social studies from beginning and developing, to competent, expanding and accomplished. The skills needed to achieve these benchmarks are detailed in the Benchmark Learning Continuum also maintained by teachers for each child and passed on to the next grade each year along with the continuous progress record. The Continuum is used extensively in conferencing sessions with parents to show students’ continuous progress. The data from the continuous progress record is used by the MLC Board and staff to identify students who need intervention and to identify achievement trends.

**Alignment Across MLC Outcomes, Curriculum and Instruction, and Assessment**
MLC assesses that students are attaining the goals, benchmarks, and exit outcomes specified in our charter through continuous progress records, portfolios, CST and other assessments of the STAR system, and student performances assessed by teaching teams. Information from the Continuous Progress Record, student portfolios, state standardized tests and other appropriate instruments are utilized during parent and student conferences, in progress reports to parents, during team planning, Board meetings, and in the MLC’s annual reports. Analysis of this data reveals progress being made toward learning description benchmarks and exit outcomes as well as progress toward State accountability measures. Using this information, teacher teams identify the need for improvements in curriculum and instruction and identify appropriate professional development to address these needs. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning.

The following chart outlines our ten exit outcomes, (listed more completely in Element 2 of this document), the curriculum and instructional strategies that will be used to achieve that outcome, and how progress toward that outcome will be assessed.

<table>
<thead>
<tr>
<th>MLC Exit Outcomes</th>
<th>Curriculum / Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literacy in Spanish and English</td>
<td>I, SB, CS, CG, MI, DL</td>
<td>P, SST, OTO, EP, SLC, PCTI, PC, PQT, CPR, MU</td>
</tr>
<tr>
<td>2. Social studies concepts, skills, and attitudes</td>
<td>I, SB, CS, CG, MI, CTL, DL</td>
<td>P, SST, OTO, EP, SLC, PCTI, PC, PQT, CPR</td>
</tr>
</tbody>
</table>
### Methods: Disaggregating Data
Because of the nature of our educational program, we are always disaggregating our data—especially between EOs and ELLs and that includes parent surveys as well as student data. Our program meets the needs of two major language groups and a range of economic levels, and we disaggregate data to make sure the needs of all groups are being met. Disaggregated data is a built-in feature of implementing a dual language program, and must be analyzed if we are to adequately meet the needs of all students and their
families. Each year we are becoming more diverse, lending greater reliability to our sub-group data.

MLC assesses students to make sure they are attaining the goals, benchmarks, and exit outcomes specified in our charter through continuous progress records, portfolios, CST scores and student performances assessed by teaching teams. Information from the Benchmark Learning Continuum, student portfolios, state standardized tests and other appropriate instruments are utilized during parent and student conferences, in progress reports to parents, during team planning, Board meetings, and in the MLC’s annual reports.

Using this information, teachers and administrative staff identify the need for improvements in curriculum and instruction, identify appropriate professional development to address these needs and most importantly, create a new lens through which to identify students in need of intervention. This information also helps identify annual school-wide goals and teacher individual growth goals that become the basis for annual reviews. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning.

How We Measure Student Success through Standardized Tests and Provide Support
The CST second grade language arts scores serve as a baseline in a dual language program. We EXPECT these scores to be lower than district and state averages due to the fact that these children have not had any formal instruction in reading and writing in English. We also administer the Diagnostic Reading Assessment (DRA) in English at the end of second grade to identify the children who have mastered the transferable English language arts standards. In using both of these measures, children are grouped for the teaching of English language arts in third grade. We expect to see a rise in the percentage of students scoring in Proficient and Advanced in third and fourth grade as well as a decrease in the percentage of students below proficient. In third and fourth grade we analyze the individual scores of students who are scoring below basic and have strategy meetings with teachers to ensure the appropriate interventions are being employed such as reading tutoring, differentiating instruction, parent support, student study team, enrollment in after-school reading and writing classes etc.

Procedures for Analyzing Test Scores and other Achievement Data
- At the end of each year staff meets for Reflection Day to assess attainment of goals and setting of goals for the next year. Goal setting affects:
  - Budget approval by the Board
  - Fundraising and Grant Writing efforts
  - Professional Development
  - Professional and School-wide Goals
  - Grade Level Annual Plans and Budgets
  - Merit increases and bonuses
- During Summer Professional Development Week, prior to the start of school, time is dedicated to analyzing the following data:
• STAR test results across grade levels
• APRENDA test data
• STS data
• Achievement on the MLC Learning Continuum
• Attendance and Retention Data
• Parent Surveys

• Executive Director, and Director of Instruction and Assessment visit classrooms

Issues related to MLC’s academic program (assessment, instruction, and curriculum) are
addressed during staff meetings, grade level planning meetings, and Critical Friends
sessions throughout the school year and during demonstration and peer observation
lessons. (See frequency in Grade Level Meetings and Peer Review on page11).

• Constant flow of visitors escorted by Executive Director or Program Director.

Longitudinal Studies

• We contracted with Dr. Kathryn Lindholm-Leary to conduct a follow-up research
  study after her initial report on our progress conducted in 2006.
• We participated in self-assessment with the California Charter Schools
  Association for Quality Review and are designated a Certified Charter School.
• We participate in an on-going self-assessment—Guiding Principles for Dual
  Language Schools.
• We collect data every year in our database to determine what percentage of
  children have moved one step on our 10-step Benchmark Learning Continuum
  (see examples in Element 2).

Grading Policy

MLC reports three times a year to parents using an internally developed report card. See
samples of K-5 and 6-8 report cards in Appendix E. Parents of students at risk of failure
are required to conference with the teacher during the first month of school to establish
plans for improvement and execute the plan and attend 2 follow-up meetings to
determine progress or request a Student Study Team meeting.

Students in grades K-5

Students in grades K-5 receive reports cards three times during the school year and are
graded on performance in both Spanish and English. Students are graded on a scale of 1
through 4 in Language Arts, Math, Social Studies, Science, Physical Education and the
Arts. The following are the evaluation codes used on the MLC Achievement Report
Card: 4 -Advanced, 3-Proficient, 2-Developing, 1-Emerging. The MLC Achievement
Report Card is also used to evaluate and provide parents with input regarding their child’s
work habits and citizenship. These are also graded on a scale of 1-4. The following
evaluation codes are used on that portion of the report card: 4-Always, 3-Usually, 2-
Sometimes, and 1-Rarely/Never.
Students in grades 6-8
Since students in grades 6-8 are preparing for high school, MLC uses an assignment of a letter grade (A-F) for core academic classes that easily transfer as the students continue their public school education after leaving MLC in 8th grade. Middle school students receive a progress report every 6 weeks and a report card every 12 weeks of each trimester. Students are required to maintain a 2.0 grade point to participate in competitive sports, and other school-sponsored extra-curricular activities. Students are also evaluated in work habits and citizenship. The following chart explains the grading system:

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

Analysis, Reflection, and Goal Setting
Every year MLC holds a whole staff summer retreat that focuses on professional development as a means to student achievement. MLC staff analyzes CST, STS, and APRENDÁ results to identify trends across the grade levels and discuss implications for teaching and learning. During the summer retreat, school-wide instructional goals are decided upon by the staff taking into considerations strengths and needs across the grade levels. Once the goals have been identified, each grade level must create a plan of action as to how their grade level will meet the school-wide instructional goals. MLC teachers also identify personal goals for themselves and create a plan as to how these will support their professional growth through the school year. MLC students create goals with their teachers at the beginning of the school year that supports their needs as learners.

Throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. The MLC Staff uses Critical Friends protocols, academic cadres on rubrics and academic language, and the peer review process as the structure that supports meeting school-wide instructional goals. For example, MLC staff analyzed fourth grade
benchmark data during a Critical Friends protocol to help the fourth grade team identify why their students struggled in the area of writing strategies. The staff reviewed the benchmark assessment and identified areas of improvement in the Writing Workshop structure that would allow teachers to meet the needs of their students. Teachers at all grade levels benefited from this Critical Friends protocol as they engaged in thoughtful discussion about what they could do at their individual grade levels to support student achievement in the area of writing strategies across the grade levels.

**Benchmark Learning Continuum**

MLC exit outcomes are achieved through accomplishment of benchmark learning objectives that are depicted along a sequentially designed continuum labeled 1) beginning, 2) developing, 3) competent, 4) expanding, and 5) accomplished. The benchmarks depict the skills attained, processes mastered, and understandings acquired during grades K-8 in each of the core academic areas and as such represent the criteria by which students are assessed. Teachers use these learning benchmarks as criteria to verify attainment of student skills, strategies, techniques, content and processes addressed by the curriculum. Parents use the benchmarks to interpret their child’s periodic progress as reflected on progress reports and see progress over the short- and long-term.

Teachers evaluate progress towards the benchmark objectives by using observation checklists, running records, teacher-made tests and rubrics. Evidence gleaned from student work samples, performances, portfolio samples, and tests in all the content areas help teachers determine which benchmark label best describes the child’s progress. Students who have not achieved the “accomplished” benchmark by the end of fifth grade will continue to be monitored using the Continuum through the middle school years.

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

- The MLC Board monitors achievement in order to assess the performance of the Executive Director and approve salary increases, bonuses, and budget allocations for professional development and grade level budgets.
- Recruitment and Retention Committee evaluates the school’s ability to prepare, educate, retain, and involve families at MLC.
- Technology Committee evaluates the use of technology in accordance with MLC’s Technology Plan
- The Program Director sponsors grade level breakfasts for parents each month to get feedback from parents, address their needs and concerns and answer questions.
- Town Hall Meetings allow parents to bring up topics relating to the school program that need input or clarification by staff.
- The Parent Council monitors communication between teachers and parents about the academic program and have made suggestions for increased communication. Additionally, they maintain volunteer records and promote increased participation in the classroom.
Consultants from the Los Angeles County Office of Education who monitor the progress of Title III programs have provided valuable advice and feedback on the progress of the EL population over the past 3 years.

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

- Board reviews student achievement data at annual meeting
- Teachers review student achievement data as a staff each year looking at school-wide trends, grade level, classroom, and individual student data to determine group goals and appropriate professional development and interventions.
- Parents receive progress reports of student achievement three times during the school year (six times in middle school) and a parent conference at the beginning and end of the year to examine students’ progress on the MLC Benchmark Learning Continuum and portfolios of their work collected by teachers.
- Administration provides an analysis of test results and plans to address needs in the welcoming letter at the beginning of the school year and intermittent progress reports throughout the school year.
- The Program Director produces a Program Report to share what is happening in classrooms and within the staff to meet school-wide goals
- Parents and teachers receive results of standardized tests for students
- MLC reports on school progress in newsletters and on the website to community and authorizers.

Required District Language:
The MLC agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the MLC does not test (i.e., STAR, CELDT, CAHSEE) with the District, the MLC hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the MLC.
Element 4: Governance Structure

“MLC is an exemplary charter school managed in an exemplary manner on all levels. The bilingual literacy of all students that results from the successful implementation of the highly effective programmatic approach at MLC is phenomenal. The leaders and staff at MLC are true visionaries who are highly proficient in and passionate about their work.” (Dr. Jacqueline Elliot Co-Founder & Chief Executive Officer, Partnerships to Uplift Communities (PUC Schools), MLC Board Member)

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

MLC 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.

Please refer to Appendix F for Governance Chart

Board of Directors
Board Members are nominated and recruited to insure that community stakeholders are represented with expertise including but not limited to legal, financial, educational, fundraising, technology, human resources, risk management, and public/community relations. The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

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

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

By-laws that govern the Board have been developed and are included in Appendix G along with the Articles of Incorporation. The By-Laws were recently amended and
approved at the January 6, 2011 regular meeting of the Board. Members of the MLC’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with, federal and state laws, nonprofit integrity standards and the MLC policies and regulations regarding ethics and conflicts of interest. The MLC Board tentatively adopted its Code of Ethics policy at its Board meeting on January 6, 2011. The LAUSD has received a copy of the documents.

The MLC Board will comply with the Brown Act. MLC maintains in effect general liability and Board errors and omissions insurance policies and the insurance requirements as specified in this petition in Element 6.

Amendments to the charter and memorandums of understanding are made through the Board and submitted to the District for review and approval. The District reserves the right to appoint a single representative to the MLC board pursuant to Education Code section 47604(b).

MLC is non-sectarian in its programs, admissions policies, employment practices, and all other operations, and does not charge tuition. MLC does not discriminate against any student on the basis of 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.

**MLC’s Current Board of Directors**

**Dr. Kirsten Bonaventura, Clinical Psychologist**

Dr. Kirsten Bonaventura earned her Masters Degree in clinical psychology in 1996 at Pepperdine University and her Doctorate in Clinical Psychology from The California School of Professional Psychology (CSPP) in 2001, with a special emphasis in working with children, adolescents and families. She has a private practice in Northridge and is currently a supervising staff psychologist at Northpoint School, within the Child and Family Guidance Center. Her specialty involves creating positive behavioral interventions at school for clients with emotional and behavioral issues, and assisting clients in expressing their thoughts and feelings in positive ways. Dr. Bonaventura has also had experience as a school-based therapist, and in facilitating parenting, social skills, adoption and anger management therapeutic groups.

**Jacqueline Elliot Co-Chief Executive Officer and Co-Founder, Partnerships to Uplift Communities (PUC)**

Ms. Elliot has been dedicated to public school reform since 1986 when she first became a teacher in Pacoima. She holds a B.A. in Anthropology, a Multiple Subjects Teaching Credential, an Administrative Credential and a Master's degree in Educational Administration. She is currently completing her doctorate in Educational Leadership and Change at Fielding Graduate University. As a former LAUSD employee, Jacqueline Elliot was driven by an intense desire to improve the state of public education. She first became acquainted with the charter school movement in 1994 while serving as a teacher leader at Montague Elementary when she co-authored the school’s petition that converted
Montague to charter status. Dedicated to creating high quality charter schools for the students in Pacoima, she founded Community Charter Middle School (CCMS) in 1999. The school was the first charter middle school to serve students in Los Angeles and was so successful and well received by the community, that Ms. Elliot subsequently founded two more schools to serve the same geographic area. Ms. Elliot began collaborating with Dr. Ref Rodriguez in 1998. Together they have collaborated and supported each other’s efforts while co-founding and operating Partnerships to Uplift Communities (PUC) and a total of seven schools. Ms. Elliot currently serves as an elected representative to the California Charter Schools Association Membership Council.

Dr. Rosemary Gonzalez, Associate Professor, Child and Adolescent Development, CSUN
Dr. Rosemary Gonzalez is an Assistant Professor in Child and Adolescent Development and Chicano/a Studies at California State University Northridge. She conducts research on the academic resilience of Mexican American high school students. Her current work examines the types of racial/ethnic encounters that students experience in school and how students respond to these encounters. The courses she teaches focus on dispelling stereotypes about ethnic minority youth and identifying effective multicultural education practices. Her students evaluate children's books to assess whether they foster equality (i.e., beyond festivals and holidays).

Danny Miller, Secretary, Multicultural Learning Center, Writer
Danny Miller has been a writer/editor of educational materials for the past 25 years. He was the editor-in-chief of the Galef Institute's "Different Ways of Knowing" curriculum and has worked on many teacher resources for Heinemann, Scholastic, and other publishers.

Ref Rodriguez, CFO Multicultural Learning Center, Co-Chief Executive Officer and Co-Founder, Partnerships to Uplift Communities (PUC)
Ref Rodriguez is President and CEO of Partners for Developing Futures (Partners). Partners is a social venture investment fund that primarily invests in high-potential, early-stage minority-led charter schools and charter school networks that serve underserved students. Partners’ mission is to efficiently identify, recruit, and support leaders of color in creating and growing high-quality charter schools and charter school networks.

Prior to joining Partners, Ref was Co-Chief Executive Officer of Partnerships to Uplift Communities (PUC), a charter school management organization serving communities in the Northeast San Fernando Valley and Northeast Los Angeles. During his tenure, PUC developed 10 schools and became a well-regarded charter management organization in California. Ref's original inspiration for starting a charter school was to offer high quality learning experiences for youth in the predominantly Latino working class community where he grew up. Before joining the charter schools movement, Ref worked in the business sector and as a teacher and administrator in Catholic parochial schools. He is the first of five children of Mexican immigrants to graduate from college.

Ref is an advocate for the health and welfare of vulnerable populations. He has been appointed to boards and commissions that focus on serving those most in need. Ref
served on the Board of the California Charter Schools Association for four years during a
critical stage in the organization’s foundation and growth. He was appointed by Mayor
Antonio Villaraigosa as a commissioner to the Rent Adjustment Commission for the City
of Los Angeles where he served a two year term. In 2007, Ref was elected by the
residents of Glassell Park to the Glassell Park Neighborhood Council. He currently
serves on the Boards of Partnerships to Uplift Communities, Multicultural Learning
Center, Education Pioneers, Green Dot Public Schools, and the Alliance for a Better
Community.

Ref is adjunct professor in the School of Education at his alma mater, Loyola Marymount
University where we helped develop a Master's and Administrative Credential Program
for aspiring leaders in Charter Schools. He is a fellow of the Aspen Institute-New
Schools Entrepreneurial Leaders for Public Education, Class of 2007. He was selected to
German Marshall Fund’s Marshall Memorial Fellowship Program, Class of 2011. Ref
holds a doctorate in Educational Leadership from Fielding Graduate University in Santa
Barbara.

Marcia Vargas, Director, Two-Way California Association of Bilingual Education
Marcia Vargas is the Director of 2-Way CABE, an affiliate of the California Association
for Bilingual Education (CABE) that works specifically with two-way bilingual (dual)
immersion programs. Ms. Vargas has been involved with two-way bilingual immersion
programs for the past fourteen years and has been instrumental in the organization of the
annual National Two-Way Bilingual Immersion Program Summer Conferences,
including acting as co-chair for many of them. She has made it a priority to spread the
message of two-way bilingual immersion programs throughout the U.S. and
internationally through conference presentations, professional development institutes, and
direct assistance to school districts. Prior to her present position, Ms. Vargas worked as
Curriculum Coordinator for Dual (Two-Way) Immersion Programs for the San
Bernardino County Superintendent of Schools office. Ms. Vargas began her work with
two-way bilingual immersion programs while working as a senior professional
development specialist with the Center for Language Minority Education and Research
(CLMER) at California State University, Long Beach. During her educational career, she
also worked as a bilingual classroom teacher, bilingual resource teacher and bilingual
coordinator. In addition to providing professional development and technical assistance
for two-way bilingual immersion programs, she has presented workshops on a variety of
topics including bi-literacy, bilingual program design, English language development
(ELD) and specially designed academic instruction in English (SDAIE). Ms. Vargas has
taught classes at the university level for California State University, Los Angeles,
California State University, Long Beach, Claremont Graduate University and most
recently taught a class, Foundations for Dual Language Education, for the University of
California at Riverside. Ms. Vargas has a B.S. from Cal Poly, Pomona, M.A. from
California State University, San Bernardino and has completed class work toward a
doctorate at the University of Southern California.
Stuart A. Comis, Attorney at Law

Mr. Comis has been a practicing attorney for more than 30 years in Oxnard, California and has for the past 10 years been the managing partner of Nelson Comis Kahn & Sepulveda, LLP. After receiving his B.S. in biochemistry from UCLA in 1975, he obtained his JD from the University of California at Davis in 1978, graduating Order of the Coif. His practice is primarily in the areas of real estate and business. His has always had a keen interest in education as both of his parents were teachers and administrators and he added an interest in bilingual education from the passion for this from his wife.

Ellen Alderman Comis, Urban Planner

Ellen Alderman Comis has worked in the field of community redevelopment for over 25 years since obtaining her Masters Degree in Urban Planning from UCLA. To gain financial expertise, Ellen joined Bank of America and worked her way up to Vice President in the Bank’s Community Development Bank in the areas of real estate and construction lending. From banking she joined the public sector and applied her skills to housing finance working for two local government agencies; she is currently employed by the Community Redevelopment Agency of the City of Los Angeles. Ellen’s passion for bilingual education was triggered by her own personal interest in gaining fluency in Spanish through high school and college. Her Spanish was solidified during the two years she lived and worked in Lima, Peru working for the United States Agency for International Development (USAID). Since then, she has passed on her love of Spanish to her children (currently in high school and college) who can now be considered bilingual.

The Chairman of the Board or, if none, the President appoints a committee to nominate qualified candidates for election to the Board at least ninety (90) days before the date of any election of directors. The nominating committee makes its report at least thirty (30) days before that date of election or at such other time as the Board may set and the Secretary shall forward to each Director, with the notice of meeting required by these Bylaws, a list of all candidates nominated by committee. When a meeting is held for the election of Directors, any Director present at the meeting in person may place names in nomination.

The Board meets quarterly or more often as deemed necessary by the Board’s Executive Director. Meeting notices, agendas and minutes are posted in accordance to Brown Act timelines on the window next to the MLC office, on the MLC webpage, and mailed directly to the Board via e-mail. Minutes are available to the public through printing from the website or through request from the front office.
Challenge Committees
In its original charter, MLC envisioned having an Advisory Council to guide the school’s educational program through a process of inquiry and problem solving utilizing school data to identify challenge areas in need of improvement. After a couple of years, MLC realized that the functions intended for the Advisory Council were actually being performed very successfully through the Challenge Committees. The MLC Board recommended that we convene the Advisory Council on an as-needed basis and that meeting on a regular basis was not necessary considering the smallness of our organization. The newly named Advisory Committee now meets as needed and is represented by the Executive Director, three teachers, and current Parent Council Officers. For example, the Advisory Committee meets to discuss grant opportunities and new programs and partnerships. It also convenes, if needed, for matters such as expulsion hearings, and other such due process needs.

The Challenge Committees are created as needs arise and are represented by staff, parents, and community members. The current Challenge Committees, which are chaired by staff members are as follows:

- **Recruitment and Retention Committee** supports the school’s ability to prepare, educate, retain, and involve families at MLC. For example, this committee conducts tours and parent information sessions for prospective parents, organizes parent education programs such as PESA, Second Language Classes, and Dual Language Sessions to answer questions about MLC’s educational program. A sub-group of this Challenge Committee is a Parent Advocacy Group, which is designed to provide support for parents by parents.

- **Technology Committee** supports the use of technology in accordance with MLC’s Technology Plan, provides staff development, and technical support.

- **Green Committee** educates the school community on strategies for a greener campus and environment such as recycling, composting, reducing waste, gardening, etc.

- **Health and Safety Committee** develops school-wide policies, prepares for disasters such as earthquakes and fires, and informs staff and families on issues related to health and safety.

- **Cultural Committee** organizes school-wide events to celebrate cultures around the world.

- **Student Council Committee** guides student leadership.

- **Graduation Committee** helps the 8th grade parents raise funds and plan events for graduates.

- **Charter Renewal and Middle School Planning Committee** was created to research best practices in dual language middle schools to prepare for MLC’s renewal process and addition of middle school grades.

Parent Council
MLC ensures parent involvement in the governance of the school through a Parent Council. Initially, each classroom selected two parents to serve on the Parent Council.
This evolved into an open membership for all parents interested in joining. This is reflected in the Parent Council By-Laws (Appendix H) and was decided because of varying commitment levels throughout the school. The Parent Council elects four officers—Facilitator, Co-Facilitator, Secretary, and Treasurer. The bulk of the work of the Parent Council functions through committees such as Social/Community Building, Fundraising, and Yearbook.

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

- Board Meetings are open and agendas posted 3 days prior in school window and on website.
- Parent Council Meetings (parents discuss issues and administration and/or teachers receive appropriate feedback) are held in mornings and evenings to accommodate all interested parents.
- Second Cup of Coffee held Wednesday from 8:30-9:30 for parents to discuss issues with Executive Director and Program Director.
- Weekly Blog – posts by administration to summarize events and school happenings with opportunities for parents to post comments and ask questions (helps when parents cannot be on campus for meetings or events).
- Monday Morning Assemblies – students can bring up issues or concerns.
- Student Council – 2 elected representatives from each class (grades 1-8) and 5 elected officers meet weekly.
- Every staff member has e-mail and voice mail and parents receive a Directory at the beginning of each school year.
- Parent Family Nights – (Math Night, Science Night, Arts & Literacy Week, etc.)
- Board attends school events and social functions.

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

**Board**
- The Board approves the budget every year and allocates resources for all categories of spending.

**Staff**
- When budgeting permits, each grade level receives a budget for supplemental purchases to support instructional and learning goals. Staff also oversees decisions in terms of purchasing curriculum materials, books, instructional materials, etc.

**Parents**
- The Parent Council holds fundraisers throughout the year and allocates spending of the funds to support learning goals as well as parent services and communication.

**Student Leaders**
- Student Council holds fundraisers throughout the year and makes decisions about how to spend the funds to benefit the whole school or the community.
- Students also earn points for good behavior during lunch which go toward Student Spirit Days.
Challenge Committees
Challenge committees may submit plans for funding to accomplish goals related to their purpose. These plans are presented to the Program Director and approved according to the budget process.

Grievance Procedures (from Employee Handbook – Appendix J)
Employee grievances should be reported in writing to the Executive Director. The Executive Director will then schedule a meeting to try and resolve employee issues. The following are Board approved INTERNAL GRIEVANCE MEDIATION RULES:

1. Following any personnel action, the adversely affected employee shall have a right to request a review of the actions within five (5) working days.
2. The request for review will first be considered by the Executive Director to determine whether the action was properly taken and whether any alternatives exist which might better achieve the desired result, which shall not increase the severity of the action but may decrease it.
3. Within 48 hours, a written statement shall be sent or given to the employee setting forth the decision and the reasons supporting it.
4. The employee shall have a right to appeal this decision within five (5) working days.
5. In the notice of appeal, the employee shall set forth the reasons for the appeal and name two other employees to sit on an appeal committee.
6. The Executive Director shall, within 48 hours of notice name two individuals employed by MLC to the appeal committee.
7. The appeal committee shall meet within 10 working days to hear both sides present their arguments, witnesses, and documentary exhibits.
8. The decision of the appeal committee shall be by majority vote. In the event of deadlock, the issue will be taken to mediation before a professional mediator selected by the Center for Dispute Resolution. The mediation shall be paid for by MLC.

In the event mediation is unsuccessful, within 10 days the employee may file a request for arbitration with MLC.
**LAUSD Required Language**
MLC 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 MLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. MLC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MLC 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.

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

MLC’s Employee Handbook will reflect the above changes effective July 1, 2011.

**LAUSD Charter Policy**
The MLC will comply with the District policy related to charter schools, as it may be changed from time to time, after notice to, and reasonable opportunity for input from, the Charter School Collaborative.

**Responding to Inquiries**
MLC 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. MLC 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.

**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 MLC.
Element 5: Employee Qualifications

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

Currently, all teachers have completed credentialing requirements. Of the remaining 18 Instructional Staff Members, 50% possess BLCAD while 84% are CLAD certified and in the process of acquiring BCLAD authorization. All teachers have bilingual fluency in both English and our target language, Spanish. 92% are native Spanish speakers and provide EL instruction through our dual language model. In addition to possessing their Teaching Credential, two of our Instructional Staff members possess an Administrative Service Credential. Should the structure of our Middle School Program change, Middle School Teaching Staff will be required to obtain a single subject authorization in the field of study in which they instruct students.

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

MLC may also employ or retain non-certificated instructional support staff with subject matter expertise and professional experience. Instructional support staff will not assign grades or approve student work assignments without approval of a teacher except in non-core courses or activities. Support staff may include arts specialists, teaching assistants, parents, community members, or university students in pre-service training programs. All employees are required to have a criminal background check and submit a current test for TB.

Administrative Staff
The Executive Director is directly responsible to the MLC Board of Directors and supervises all school operations in accordance with Board policies. Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he or she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the school and its staff. The Executive Director hires outside consultants or staff to accomplish the operational needs of the school.
The Executive Director’s duties include advising the MLC Board on school policies, operations, financial status, and staff relations. She coordinates the work of school educators and volunteer staff, makes employment recommendations to the Board, directs staff activities, and evaluates staff members. In addition, the Executive Director evaluates the educational program and curriculum with staff. She identifies sources of income and funding, maintains school records, manages budget reports and expenditures, and maintains safety and improvement of school facilities. The Executive Director serves as liaison with the District on behalf of the MLC Board of Directors, informs the community about the school, participates in appropriate community organizations, and resolves controversies within the school community.

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

The Executive Director oversees the work of three school directors: Program Director, Director of Instruction and Assessment, and Director of Operations who represent the senior staff responsible for the achievement of organizational goals and managing budgets in their areas of responsibility. In addition, MLC employs a human resources manager, office administrator, office assistant, and facilities technician.

**Program Director**
The Program Director oversees all aspects of MLC’s educational program and works closely with the Director of Operations and Director of Instruction as well as school community partners to support the educational program at MLC. Major responsibilities for this position include:

- Oversee staff professional development and coaching
- Oversee and approve grade instructional level year plans and budgets
- Oversee peer review process
- Manage arts and technology programs and resources
- Oversee Middle School Program design including academic course design, electives, physical education, and service learning.
- Design and oversee after-school program and ensure alignment with regular school program
- Recruit, hire, and retain instructional support staff including teaching assistants, artists-in-residence, instructional specialists, and after-school staff as well as college interns.
- Write and manage grant writing and develop funder relations
- Develop and maintain community partnerships to support educational program
- Collaborate with MLC Parent Council
- Special event coordination (community, press, partners)
- External communications (i.e. newsletters, parent communication, website, press and publicity, advocacy)
• Student recruitment and retention

This position requires a philosophical alignment with the MLC mission, a BA or BS degree and extensive experience in MLC design and management as well as public and community relations. The ideal employee has experience with public schools, knowledge of curriculum and best practices as well as school reform issues, and experience in grant management and media and community relations. This position requires excellent communication skills and knowledge of the MLC movement, laws, and policies, as well as experience in developing and retaining community partnerships to support school programs.

**Director of Instruction and Assessment**

The Director of Instruction insures improvement of student achievement through ongoing implementation of a viable curriculum, sound instructional strategies, effective classroom management practices, and professional development. Major responsibilities for this position include:

- Guide teachers in areas of curriculum, instruction, and assessment
- Oversee student intervention and testing programs
- Identify needs for professional development and coaching
- Support and guide classroom management
- Facilitate peer review process
- Participate in student evaluations and IEP process
- Communicate with parents about school-wide achievement and behavior goals

This position requires a philosophical alignment with the MLC mission, experience training, mentoring and/or coaching of teachers, preferably in a dual language program, and experience in facilitating a peer review process. The position also requires the ability to analyze student achievement data and to recommend and implement corrective measures. The person fulfilling this position will need to have teaching and administrative experience with outstanding written, oral, and interpersonal skills and be bilingual and biliterate in English and Spanish.

**Director of Operations**

The major responsibilities for this position are:

- Administrative oversight with Executive Director
- Staff and student support
- Internal communications
- Special Education (scheduling meetings, liaison with providers, etc.)
- Supervision and hiring of Office Support Staff
- Management of student data
- Meal program oversight
- Data analysis
- Facilities management
This position requires fluency in English and Spanish and experience in marketing, office management, and daily school operations. The ideal employee has excellent communication and data management skills, as well as experience with staff management.

**Human Resources Manager**
MLC’s Human Resources Manager has the following major responsibilities:
- Processing of New Employees
- Supervision and hiring of Campus Aides
- Maintaining Personnel Files, monitoring credentials
- Assisting Executive Director with budgets
- Risk Management Systems
- Accounting
- Payroll
- Employee Benefits, including processing of STRS and PERS

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

**Office Administrator**
The Office Administrator has the following major responsibilities:
- Office Technical Support (receptionist duties, parent relations)
- Student Relations (health technician)
- Admissions
- Database Maintenance
- Staff Support (orienting substitutes, order supplies, etc.)
- Facilities Maintenance (i.e. inventory, equipment repair, etc.)
- After-School Billing

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

**Facilities Technician**
The major responsibilities for this full-time position are:
- Maintaining Grounds and Equipment
- Trash Removal
- Repairs and Maintenance
- Supply replenishment and distribution
The facilities maintenance supervisor will have 3-5 years of related experience in an institutional setting.

**Additional Staff**
MLC employs an RSP, office assistant, testing proctors, teaching assistants, after-school aides, as well as campus aides to supervise children at recess and lunch.

**Contracted Staff**
We contract with individuals to support the educational program in the areas of fiscal management, instruction in the arts, special education services, and after-school programming.

**Artists-in-Residence**
MLC contracts with artists-in-residence to provide instruction directly to students in the visual and performing arts and to work side-by-side with teachers to help implement arts-integrated learning experiences in the classroom.

**Financial Consultants**
Kristen Dietz, CPA and Lori Nahra from Charter Works provide the following services:
- Month-end processes, closing entries and financial reporting
- Monitoring and proper reporting of revenues
- Budget projection preparation, review and adjustments
- Cash flow analyses
- Preparation of interim and year-end reports for the District
- Support during the year-end audit process

Judy McLean – Independent Contractor, Bookkeeping Services
- Review Weekly Notices issued from LACOE related to Revenue and Expenses and post to Quickbooks
- Provide Weekly Cash Available Reports as cross proofed to Quickbooks and LACOE Balance Sheet
- Review and reconcile all monthly bank accounts; review Balance Sheet accounts
- Review entries made by MLC Staff in QuickBooks and inform them of any discrepancies.
- Review Payroll Tax Liabilities accrued and payments made; monitor for unusual discrepancies

**Special Education Services**
MLC is currently contracting with the following individuals and organizations to provide special education services for students:

**Advanced NeuroEd** provides the range of occupational therapy services including: pre-referral services and supports in general education (observation, screening / assessment, student success team meetings, early intervening services, and consultation / training); 504 plan referrals and services (plan development, services and re-evaluation); special
education referral process; special education occupational therapy assessment (English / Spanish); IEP student program planning (present levels of educational performance, goals and objectives development, assistive technology, and coordination / collaboration); transition plan development; therapy intervention planning and implementation (full range of direct occupational therapy treatment services); and school staff development.

**Sunshine Speech Services**, a California Department of Education approved nonpublic agency (NPA), is a compassionate, knowledgeable and professional company which specializes in educational speech and language services including therapy, assessment, consultation, supervision and collaboration to meet the needs of all students, teachers, administration, and staff attending MLCs throughout the Greater Los Angeles and San Fernando Valley areas. Sunshine Speech Services provides speech and language assessment and therapeutic services for students in the areas of expressive/receptive language, articulation/phonology, social-pragmatics, voice, fluency and oral motor development. They utilize informal and formal support measures, utilizing a response to intervention model. They also follow individualized and functional education plans, as well as prepare and implement “easy to follow” home programs to help improve the quality of life and communication for our clients and their families during their winter and summer breaks. They foster engagement and interest in language-based learning, and provide our best efforts to improve and enhance all communication to best support each child's academic learning process.

Service providers include Speech-Language Pathologists, certified Speech-Language Pathology Assistants, as well as Master Students completing their fieldwork experiences as student teachers, whom are also registered as Speech Language Pathology Aides. All service providers are specialized, licensed, certified and experienced in the field of Speech-Language Pathology, and have a strong dedication to helping children in need and communities at risk.

**After School Program**
MLC contracts with individuals and learning organizations to provide coordination and instructional services for its after-school program ESCAPE. In addition, MLC hires part-time staff to provide childcare and homework assistance.

**Meal Service**
MLC currently contracts with Royal Dining Caterers to provide breakfast and lunch for our student body. Prior to the first week of school, meal applications are sent home with students to apply for the “Free and Reduced” meal program. Meal Cards are furnished for all students who qualify for free or reduced meals. For students who do not qualify for the meal program, parents may pay for either breakfast or lunch or both. MLC provides milk or juice to all students free of charge regardless of their qualifications.

**There is open and clear communication between students, staff, and administration**
- Administration and faculty participate in on-site evaluation and professional development as well as weekly meetings focused on achieving school-wide goals.
- E-mail is the agreed upon form of communication between administration and faculty and there are protocols for its effective use.
• Monday Memos are sent out weekly by Program Director to administrative and teaching staff with important information for the week.
• Faculty and administrative staff work together on Challenge Committees and achievement of school-wide goals.
• School-wide decisions and procedures are developed in collaboration between faculty and administrative staff.
• Each year MLC dedicates staff development time to creating effective structures for open communication, team-building, and goal setting attended by teachers and administrative staff.
• Students are encouraged to speak to any staff member on campus with questions or concerns from a campus aide to a teacher to the executive director.
• Student needs and concerns are addressed with respect and often presented to the entire student body at Monday Morning Assembly for discussion.
• Hand-written questions or requests for a meeting from students to the Executive Director are answered promptly and appropriately.
• Students are empowered to make decisions and have their voices heard on matters of school safety, rewards and consequences, and staff hiring decisions.

Goal Setting and Professional Growth Plan
Each staff member develops a personal plan for professional growth, maintains a professional portfolio, and assumes responsibility for attaining the skills and knowledge needed for maximizing success. Beginning on Reflection Day in June and continuing during our annual Professional Development Retreat in August, staff determines two Group Goals and one Personal Goal for the year. Group Goals are discussed initially on Reflection Day based on our own evaluation and results of the Peer Review Process. During the Professional Development Retreat in August, we look at data, test scores and results from the Benchmark Learning Continuum to confirm our assumptions and define two Group Goals and one Personnel Goal. The Group Goals are shared by the entire staff. Attainment of those goals is determined by self-reflection and group input. In June, each teacher meets with the Executive Director and Program Director to discuss achievement of group and personal goals. Decisions are made regarding next steps and/or support needed. In addition, teachers decide what to share on Reflection Day with their peers. Success may result in a shared bonus with the amount allocated by the MLC Board of Directors.

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

General
• Accept responsibility and accountability for meeting the goals of the educational program as stated in the Student Outcomes
• Use constructivist-teaching practices
• Eagerly share expertise both informally and through grade level and knowledge transfer meetings.
• Identify group and individual professional goals annually in collaboration with our learning community.

• Support a peer review process for annual goal achievement with peer observations.

• Assess accomplishment of annual goals through self-reflection process and annual review with the learning community in May and/or June.

• Create and submit a yearly grade-level plan and budget for approval by Executive Director

**Instructional**

• Engage and support all students in learning, including those with Individualized Educational Programs (IEPs), practice differentiated instruction and constructivist teaching, apply developmental learning theories, address multiple intelligences, integrate the arts, use flexible grouping centers.

• Create and maintain effective environments for student learning, have resources available, effective classroom management, safe and trusting environment, student centered classroom, appropriate language exposure, and physical evidence of learning.

• Understand and organize subject matter for student learning integrating content standards into the curriculum.

• Plan instruction and design learning experiences for all students.

• Assess and report student learning using MLC Benchmarks, checklists, rubrics, testing, portfolios and conferences, and if applicable, make timely referrals to Student Success Team.

**Professional Growth**

• Continue to expand knowledge through attendance at conferences, workshops and knowledge transfer meetings.

• Welcome open inquiry and constructive feedback and review through the peer review process and grade level meetings.

• Attend school staff development and meetings that are on the master calendar.

• Collect and analyze student data (i.e. STAR, APREnda, Results tests) to improve the school-wide instructional program.

• Meet the requirements of the California Commission on Teacher Credentialing and State of California Community Care Licensing Division and obtain renewals as appropriate.

**School-wide**

• Participate in school governance and decision-making process through membership in one major committee per year from those designated annually (Health and Safety, Recruitment and Retention, SST, Cultural Celebrations, Green Team, and Student Council).

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

Please refer to Appendix J for Employee Handbook.

**Professional Development (see Element 1 for detailed description of professional development to date)**

MLC staff identifies individual and group goals for improvement annually based on analysis of student achievement data and identification of teacher learning needs identified through our peer review process. Professional development opportunities are provided on a group and individual basis. Group goals are addressed on a school-wide basis by contracting with appropriate professional development providers. Full-day workshops generally are conducted on a Saturday or non-teaching day. MLC also offers teachers opportunities for individual growth through attendance at institutes and professional seminars during the summer and school year. The teaching staff is expected to attend all professional development workshops conducted during the year and participate in the process of identifying professional development needs at MLC through analysis of student data and annual reviews and reflections.

**School leadership participates in regular professional development opportunities, which provide insight into trends, issues, and potential changes in the environment in which MLCs operate:**

- School leaders have invited board members, teachers and parents to attend annual conferences of the California MLC Association with leaders.
- Teachers and Administrators have presented best practices at the California MLC Association and Two-Way CABE (California Association of Bilingual Educators).
- Toby Bornstein (executive director) has attended leadership training with CSDC and has been invited to participate as a team leader
- Gayle Nadler (program director) has attended workshops in public relations, parent advocacy and program leadership with CCSA, to develop protocol for communicating about and advocating for MLCs.
- Gayle Nadler and Lorena Ramos (director of instruction) attended Critical Friends Training of Trainers with UCLA School Management Project.
- Gayle Nadler has attended Music Center Summer Institute trainings with teacher teams as well as Early Literacy and Project Based Learning Training at SEEDS UES with teacher teams.
Saira Salazar-Martinez (director of operations) has attended district IEP, ESIS, Special Education coordination, and STAR Testing Coordination training. In addition, she has attended ADA and Attendance trainings with LACOE and Food Service and CALPADS training with CDE.

Lorena Ramos has attended trainings and meetings with LACOE in regards to BTSA.

Gayle Nadler and Saira Salazar-Martinez have attended yearly After-School Enrichment and Safety trainings provided by LACOE.

Toby Bornstein, Lorena Ramos, and Saira Salazar-Martinez have been trained in ZOOM – a data management program.

Toby Bornstein, Saira Salazar-Martinez and Alejandra Arce (teacher-leader) have attended Emergency Preparedness and Response Training w/SPSG Safety Group as well as Infectious Disease Training.

School leaders regularly share results of meetings and staff development with the entire school community during staff meetings, through the newsletter or website, at Second Cup of Coffee with parents, and during Grade Level Breakfasts and Town Hall Meetings.

**Annual Reviews and Reflections**

Annual reviews are conducted for all employees at the end of the school year. Each employee presents evidence of having met group and individual goals to their peers and the Executive Director and Program Director in the case of teaching staff as part of the annual reflection, held separately for faculty and administration. Each employee meets with the Executive Director and shares the **quality of evidence** supporting their accomplishments. Faculty use evidence gleaned from student assessments and observations, parent feedback, peer reviews, consultant feedback, etc. The Executive Director responds to each employee, and uses the employee’s assessment to determine new compensation according to the MLC compensation plan and allocations made by the Board for salary increases and/or bonuses. Please see **Appendix K**.

Salary increases are based on innovation, contributions, responsibilities taken, and results in achieving individual and organizational performance goals. Because MLC values site-based decision-making, and because the staff has opinions about what is comfortable and fair, they help to design their own system of peer review and self-reflection. MLC staff have designed, field-tested and revised the model that is currently being used. It continues to evolve and improve each year of use.

Elements of existing professional assessment tools have contributed to our model including elements of the National Board Certification process and the California Standards for the Teaching Profession (CSTP). The MLC has used the CSTP standards to assess teaching candidates and current staff during peer review. They are:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
• Assessing Student Learning
• Developing as a Professional Educator

Each standard has several key elements that are assessed. Most importantly, the standards provide descriptions of each element along a four-stage rubric that encourages

**Peer Review Process**
Through professional camaraderie, and reliance on positive working relationships, staff welcomes open inquiry and peer feedback and review as a way of insuring that a variety of instructional strategies and procedures are employed to accommodate the diverse learning styles of students.

Teachers specify in their annual plan, the resources they will use to accomplish their group and personal goals and the evidence they will collect to show how well they met their goals. Such resources include research on best practices, observing colleagues, consulting with an expert, developing curriculum or new assessments, etc. The evidence is presented to peers for advice at three checkpoints throughout the year as well as to a self-selected coach or coaches who provide individual feedback to teachers at three scheduled observations throughout the school year. As a result of peer feedback and student outcomes, the teachers’ reflection becomes a part of their professional growth portfolio and serves to determine salary increases.

In the current academic year, group goals are being accomplished in grade level teams in the areas of science and writing whereas in previous years, teachers worked individually to meet group goals, for example, to differentiate instruction by employing strategies learned through professional development. Please see **Appendix L** for Classroom Teaching Observation Form.

**Grade Level Meetings and Peer Review**
- Grade Level Teams meet one morning a week for an hour to plan instruction and examine student work monthly according to a student work protocol developed by staff
- Each teacher chooses a coach to observe them 2-3 times a year and conduct a peer review evaluation to support and monitor teachers’ attainment of professional and school-wide goals
- Attainment of personal and school-wide goals has an impact on salary increases, bonuses, and budget allocations for professional development

**Monthly Meeting Cycle and Teacher Planning Days**
- Staff meets every Tuesday afternoon from 3:30-5:00pm in one of the following groups:
  - A: Whole Staff or Faculty
  - B: Critical Friends (protocols for examining student work or instructional dilemmas)
  - C: Professional Cadres (currently we have two Professional Cadres guiding staff in Academic Vocabulary and Rubrics).
D: Knowledge Transfer (workshops in curriculum, instruction, and assessment designed by staff members. Topics are decided upon during Annual Planning in August)

E: Challenge Committees

- Seven Pupil-Free Teacher Planning Days are built into the calendar for Professional Development workshops and grade-level planning.

**Process for Staff Selection**

The following paragraph is LAUSD required language:

MLC believes that all persons are entitled to equal employment opportunity. Charter School 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.

MLC’s Employee Handbook will reflect the above change effective July 1, 2011. Every attempt is made to recruit and select a staff that is reflective of the diversity of the community. The Executive Director oversees the recruitment and hiring of administrative staff. Administrative candidates are screened by the Executive Director and interviewed by their potential co-workers before a final selection is made. Directors are also involved in the interview process and hiring decision-making. The Program Director manages hiring of Artist Educators, Instructional Specialists, Teaching Assistants and After-School Staff and the Human Resources Manager manages hiring of Campus Aides and Work Study Staff and the Director of Operations manages hiring of Office Support & Facilities Staff.

Teaching candidates are initially interviewed by the Executive Director. If they show potential and meet minimum requirements and show evidence of a shared philosophy for teaching and learning, the candidate will perform a demonstration lesson for the Hiring Committee, which is comprised of three teachers, the Program Director and the Director of Instruction. The teaching candidate is allowed time to observe the grade-level he or she will be teaching and an opportunity to consult with the teacher of the class in which the demo lesson will take place. The demonstration lesson is conducted in Spanish and the candidate must provide a lesson plan including a list of standards being addressed in the lesson.

After the demonstration lesson the Hiring Committee meets to discuss their observations and then follow-up with questions for the candidate. Student reactions to the lesson are also considered in the decision-making process.
The Committee then makes a recommendation to the Executive Director regarding the hiring of this potential faculty member.

**Salaries and Benefits**

The MLC establishes a base salary for new hires based on the position and the employee’s experience. The MLC matches a teacher’s current salary or uses the LAUSD salary table as a basis for new hires. Thereafter, the salaries are adjusted annually based on the current compensation plan. The Board of Directors reviews staff salaries and sets the pool for raises as part of the annual budget process.

Employees are provided with Workers’ Compensation Insurance, Disability Insurance unemployment insurance, social security and Medicare, as applicable, with the MLC and the employee paying appropriate contributions. Full time employees receive medical, dental, and vision, insurance. The MLC complies with all applicable state and federal laws.

MLC full-time employees, part time employees averaging at least 20 hours per week for one year or longer, temporary full-time employees assigned for 6 months or more, or former employees with funds on deposit at PERS are enrolled into CALPERS membership upon employment. Employees who hold certificated positions are required to participate in the State Teachers Retirement System (STRS). MLC’s STRS/PERS contributions are submitted to Hess & Associates on a monthly basis. Hess & Associates reviews and submits to LACOE for processing. All staff participates in Medicare and any additional school-sponsored retirement plans that might be offered under policies adopted by MLC’s Board of Directors.

Each full-time employee is entitled to ten (10) paid days per year for illness. Full-time employees will also be paid for legal holidays per the annual instructional calendar. Full time administrative employees are entitled to vacation days at the rate of 10 days per year for the first 5 years of service. The vacation accrual increases starting with the sixth year of service according to policies set by the MLC Board. See Employee Handbook in Appendix J for current policies.

**At-Will Employment (from Employee Handbook Appendix J)**

MLC is an at-will employer. Accordingly, employees have the right to terminate the employment relationship with MLC at any time, and MLC in its sole discretion, also reserves the right to modify or terminate the employment relationship at any time for any or no reason. The employment agreement is not intended to create a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee. Further, there is no agreement, expressed or implied, written or verbal, between the employee and MLC for continued or long-term employment, or for guaranteed terms or conditions of employment. Other than the Executive Director or designee, no supervisor or representative of the school has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Any agreement altering this at-will employment relationship or any agreement
guaranteeing employment for a specific period of time must be in writing and signed by the Executive Director.

MLC believes that all persons are entitled to equal employment opportunity. MLC 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. Nor does MLC require any employee to work at the MLC.

The MLC will have documentation on file (for inspection upon request) of its teachers’ credentials and that the teachers of any NCLB core subject meet the highly qualified teacher requirements.
Element 6: Health and Safety Procedures

MLC complies with the Healthy School Act – California Education Code Section 17608, which details pest management requirements for schools. MLC complies 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.

MLC insures that the following maintenance and operations services are performed regularly or on an as needed basis:

- Routine repair and maintenance of electrical, plumbing, asphalt, heating and air conditioning systems
- Major or deferred maintenance
- Preventative maintenance
- Building equipment operations
- Alterations and improvements
- Custodial services
- Gardening and landscaping
- Tree trimming
- Integrated Pest Management (compliance with District’s policy focusing on long-term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest management techniques)
- Utilities

MLC has involved staff, students, and parents in the development of and adherence to behavior and health standards through regular training and drills. Documented procedures are addressed by MLC’s Health and Safety Committee (including staff and parents) and included in our Health and Safety Plan and Parent and Staff Handbooks.

MLC has worked with the Department of State Architects, Los Angeles Department of City Planning, the Los Angeles Department of Building and Safety, the Los Angeles Fire and Police Departments, and local compliance agencies to ensure the health and safety of its staff and students. Some examples are:

- As a condition of enrollment all parents must provide student records documenting immunizations to the same extent required for enrollment in non-charter public schools. Parents requesting to be exempt from immunization requirements due to personal beliefs must sign a waiver on the child’s California School Immunization Record.
- Instructional and administrative staff receives training in emergency response, including appropriate “first responder” training or its equivalent, child abuse reporting, and first aid.
MLC’s facilities are regularly inspected by the state Fire Marshal, annually by a structural engineer who determines that the facilities present no substantial seismic safety hazard, and for asbestos. MLC functions as a drug, alcohol, and tobacco free workplace. Adequate safety procedures and crisis plans are in place.

In June 2008 through November 2009 MLC participated along with 22 other charter schools in a group safety grant headed by Strategic Partnership Schools Group (SPSG). The SPSG safety group is expert in assisting District and Charter schools in developing and creating emergency plans as well as implementing drills and training. Through the participation in the grant, MLC was able to:

- Align our Comprehensive Emergency Response Plan with Federal, State and local requirements addressing all phases of an emergency: prevention, mitigation, response, and recovery.
- Improve our evacuation maps to include clearer routes, staging areas, emergency supplies, shut-off valves, and command centers.
- Train both our Executive Director and Health & Safety Committee Chair as certified Incident Commanders.
- Have experts conduct emergency training and analysis for intruders on campus, students with weapons and bomb threats.
- Develop communication protocols with other charter schools in the Los Angeles area.
- Train administration staff members on Mental Health Crisis and Infectious Disease Control.

MLC’s Health and Safety Committee consists of staff, teachers, parents, and community members to ensure the health and safety of all at MLC. The committee functions include:

- Updating MLC Health and Safety Plan annually
- Organizing monthly fire drills, drop drills, lockdown drills and a yearly Earthquake/Disaster drill
- Informing staff, parents, and students of procedures during an emergency
- Bringing in experts from the community to conduct talks and assemblies with students about health and safety (i.e. bike safety, drug abstinence, what to do in an emergency, dental care, etc.)
- Purchasing and organizing emergency kits for each classroom as well as emergency food and water for staff and students during a prolonged evacuation

The school environment is healthy, and processes are in place to promote student health and wellness

- During testing weeks, parent volunteers purchase and distribute healthy snacks to children during their recess break including fresh fruit, yogurt, and granola bars.
- Students are engaged in daily exercise during recess and lunch and have physical education the required minutes per week.
- Students are forbidden from bringing candy and chips and other unhealthy snacks to school and are educated in the advantages of eating healthy foods.
For any event that takes students off campus parental permission forms are required for field trips by walking, bus or by private automobile. Private drivers are required to be fingerprinted and provide insurance information and a valid driver’s license.

Students are encouraged to share their feelings and trust staff with problems they may be having at home.

Students regularly engage in community circles in which teachers guide discussion and reflection as well as peer mediation.

MLC refers families to support services in the community as needed.

The SST has clearly defined procedures for helping staff address their areas of concern for students who demonstrate the need for additional help in academic, social and emotions areas.

Teachers are trained to look for signs of drug use or a student’s exposure to violent behavior, such as gang activity.

Staff is alert to signs of child abuse, which is reported immediately to the proper authority via Child Abuse Hotline.

Student vision, hearing and scoliosis screenings are conducted to the same extent required as a non-charter public school.

Policies relating to preventing contact with blood-borne pathogens are in place.

Written statements and directions from physicians and parents are required for the administration of medicine to a child during school hours. Children are never allowed to have any type of medication on their person.

Staff has been trained and continues to train in Second Step and Too Good for Drugs for Violence and Drug and Alcohol Prevention.

MLC was awarded a $1000 grant from the Los Angeles Sanitation Department in 2009 for participating in their Blue Bin Recycling program. With the grant MLC purchased meal trays to help eliminate trash during breakfast and lunch service.

An annual Jog-A-Thon was initiated in 2006 by the MLC Health & Safety Committee to promote physical fitness and raise money for health and safety related supplies and equipment. In the past years, funds raised have purchased first aid supplies, classroom emergency kits, air hand dryers for the student bathrooms, PE equipment and a shed for storage, basketball hoops, walkie-talkies, incentives for school wide campaigns for Red Ribbon Week and No TV Week, and a defibrillator.

The learning environment is safe, clean, attractive, functional, and comfortable

- Students take responsibility for keeping their campus clean and supporting staff in this effort.
- MLC’s park-like community setting is ideal for learning and outdoor learning experiences.
- Staff assures proper table height and chair size.
- Adaptations for children with sensory integration and executive function needs are met with consultation with Occupational Therapist.
• Led by our Health and Safety Committee, appropriate training is conducted regularly for staff and students to be certain that the MLC health and safety policies are implemented and remain a high priority.
• The Office Administrator and Administrative Assistant are trained as the health technician for basic first aid and are responsible for summoning emergency aid as needed.
• A new parking lot and walkway were added to assist with the traffic and pedestrian flow as well as safety during arrival and dismissal times.
• A security gate was installed with a key card system and is kept locked at all times. Staff has key and identification cards on their person at all times. Entrance and exit is accomplished by scanning along a black sensor which is recorded in a computer. Visitors must enter campus by obtaining a key card from the front office by signing in and displaying the key card while on campus. A computer program located in the administration building keeps track of all the people who enter and exit the building and allows the deactivation of a key card should it be lost or stolen.
• Security cameras were installed around the perimeter of the front office and main entrance to the school. These cameras work together with a computer program that keeps digital recordings up to two weeks time and can be rewound and scanned as well as copied to a DVD if the need arises.
• A basketball court was paved in our play yard and is utilized during recess, lunch and after school. The middle school students also use it for home games in a charter school basketball league.
• Approximately 32 trees were planted in May of 2009 as part of the Mayor’s Service Day. The Tree People, DWP and other City offices provided the trees, equipment and supervision to add more shade to the campus. Additional flowers, shrubs and a garden were also added.
• Outdoor mounted lighting was installed to walkways and the play yard to improve campus safety during dark evenings in our after school program as well as evening events.
• All AC/Heat filters were upgraded for better air quality beginning in June 2008.
• A Transportation Management Plan was created and approved by the Los Angeles Department of Transportation. It included the implementation of a carpool plan which was put into effect in September 2009 to reduce traffic congestion on the neighborhood streets.

**Employee Responsibilities**

All employment is contingent upon completing or the maintenance of the following requirements of MLC and the State of California Community Care Licensing Division:

• In accordance with ED Code 49406, Health Screening to include a current TB test (taken within the past 60 days) giving proof that the employee is free of active tuberculosis. The examination is a condition of initial employment and the expense shall be borne by the applicant. Employees with a positive skin test must submit an X-ray of the lungs, indicating that the employee is free of active tuberculosis. Employees must be re-tested every 4 years.
• Fingerprints, Criminal Record Statement, Child Abuse Index Check are required by all employees per Ed Code 44237. The background check is a condition of initial employment and a portion of the expense shall be borne by the applicant.
• Employment Application, W-4 and I-9 Forms.
• New employee training and professional development sessions.
• First Aid/CPR course relevant to the age of the children with whom they work within first year of employment with recertification at timely intervals.
• Meeting requirements of Teacher Credentialing Commission and obtaining renewals as appropriate (teachers and substitutes only).

LAUSD specific language:

Insurance Requirements
No coverage shall be provided to the MLC by the District under any of the District’s self-insured programs or commercial insurance policies. The MLC 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 MLC from claims which may arise from its operations. MLC shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability coverage of not less than $5,000,000 for each occurrence. 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 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 MLC’s insurance shall be primary despite any conflicting provisions in the MLC's policy. Coverage shall be maintained with no self-insured retention above $15,000 without approval of the Office of Risk Management of LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the MLC 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 MLC to cover all MLC employees who handle, process, or otherwise have responsibility for MLC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 required of all high schools and any school that participates in competitive interscholastic or intramural sports programs.

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

**Evidence of Insurance**
The MLC shall furnish to the District’s Office of Risk Management and Insurance Services 333 S. Beaudry Avenue, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“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 however the District reserves the right to require complete certified copies of the required insurance policies.

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

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

The MLC has a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. The MLC ensures 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 MLC its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

MLC requires all employees of the MLC, and all volunteers who will be performing services that are not under the direct supervision of a MLC employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The MLC maintains on file and available for inspection evidence that the MLC 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.
Element 7: Means to Achieve a Reflective Racial and Ethnic Balance of District

MLC implements a student recruitment strategy that includes, but is not limited to the following steps to ensure a racial and ethnic balance among students that is reflective of the Los Angeles Unified School District and also meets the requirements of our dual language program:

- Flyers and posters (in English and Spanish) are distributed at San Fernando Valley libraries, pre-schools, places of worship, after-school activity centers, community centers, and parks and to our enrolled families. MLC primarily targets families in the West San Fernando Valley due to our location however, we find parents in the East San Fernando Valley cities are also joining our community.
- Advertisements and program descriptions are placed in publications such as Los Angeles Family, L.A. Parent Magazine, Education and Enrichment Guide, and La Opinion.
- Web pages describing the vision, goals, and objectives of the school in English and Spanish.
- Listings placed in CDE, Dual Language, and Charter School directories and with the LAUSD Charter School Office.
- Parents and staff on the Recruitment and Retention Committee speak at local organizations and pre-schools during the months of January and February each year prior to the Enrollment Lottery which takes place during the first week in March.
- Tours and Parent Information Sessions are organized and facilitated by the Recruitment and Retention Committee in both English and Spanish. We conduct Parent Information Sessions on three different days during January and February each year prior to the enrollment lottery which takes place in the first week of March. Sessions are held from 7:00 – 8:30pm and free childcare is provided for parents. Tours take place twice per month on Tuesday mornings at 9am from October through March or by appointment.
- A brochure in English and Spanish being published in 2011 with support from a Riordan Foundation Community Outreach Grant.

For evidence of success please see Element 1.

LAUSD Required Language:

*Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the 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 School will provide a written plan in the charter petition and upon further request by the
District outlining how it would achieve and maintain the 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 the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and MLC 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 (“NCLB”). The MLC 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 memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending MLC shall have the right to continue attending MLC until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to MLC shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

MLC will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. MLC will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this 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 MLC under the NCLB-PSC program increases in subsequent years, MLC agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, MLC 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. MLC is a local educational agency [LEA] for purposes of federal compliance and reporting.
purposes. MLC agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a 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 I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

MLC also understands that as part of its oversight of the school, the Innovation and Charter Schools Division may conduct program review of federal and state compliance issues.
Element 8: Admissions Requirements
MLC actively recruits families from the district and surrounding areas who understand and value our mission and are committed to our instructional and operational philosophy. Our dual language program works best when the ratio between the Spanish speaking and English speaking populations is approximately 50/50. Admission to the school is nondiscriminatory and open to any resident of the State of California. MLC will not discriminate based on the characteristics specified in Education Code Section 47605(d)(1) and will admit all students who wish to attend. Furthermore, MLC is non-sectarian and non-discriminatory in all areas of its operation and does not charge tuition. MLC will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Students attending MLC should not be more than 22 years of age.

The following paragraph is LAUSD required language.

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.

MLC primarily enrolls students in kindergarten due to the nature of the dual language education program. The enrollment period takes place between early January and early March each year. Prospective families receive a letter in early January notifying them of mandatory Parent Information Meetings and tour schedules. This information is also provided through our recruitment efforts and on our website.

In January and February each year, MLC conducts parent information sessions to describe the school program to prospective family members and students enrolling in kindergarten for the following year. Attendance at these sessions and a tour of the school are mandatory for pre-enrollment into the school for new families. These sessions are provided by staff and parents on the Recruitment and Retention Committee. During these sessions, parents learn about MLC’s educational program as well as enrollment and lottery procedures. At the end of the 90-minute session which is offered 3 evenings on 3 different days of the week during the months of January and February to accommodate schedules of parents, parents fill out a brief pre-enrollment form so we have contact information and can verify the birth date of the child to ensure their eligibility for kindergarten according to state requirements. Tours take place during the school day so parents can experience the classroom learning environment and are offered two mornings per month at 9am from October through March or by appointment. In addition to Parent Information Sessions held on the MLC campus, the Recruitment and Retention Committee also speaks at local pre-schools or childcare centers by appointment.

According to Education Code, the first preference for enrollment is given to students residing within LAUSD followed by siblings. If by the last scheduled information
session, there are more applicants than spaces, MLC conducts a lottery for enrollment in early March for attendance the following fall.

The enrollment lottery is held using the submitted pre-enrollment forms. Parents who have children currently enrolled MUST fill out a pre-enrollment form prior to the lottery for new siblings entering the school for the first time. Lotteries are conducted for all grades in which applicants exceeds capacity. This decision is based on new enrollment, wait lists and space availability.

Once the last Parent Information Session has taken place, MLC’s Office Administrator reviews all Pre-Enrollment forms. At this time she also verifies that student birth dates demonstrate eligibility for entry into Kindergarten according to state requirements as well as determining which interested families reside in the LAUSD boundaries. From these forms, the Office Administrator enters each family into MLC’s Database and from that produces labels for each child which are adhered to index cards. Two senior staff members (Program Director and Director of Operations) cross reference pre-enrollment forms with the database list to ensure every child was included and all of these documents are kept on file and archived each year for reference.

The Lottery is held the first week in March at 10:00am in the school library and the date and time are communicated to every parent at the Parent Information Meeting as well as posted on the MLC website and Parent Bulletin Board. Parents are told that they may attend the lottery but they are not required to attend in order to participate. They are notified what time that day they can call the school to find out the results and the list is also posted on the school bulletin board and on the website for easy reference.

At the lottery both the Program Director and Office Administrator are present as well as any parents who wish to attend. The Student Council President and Vice President are also present and they follow directions of the administrative staff to physically draw the names. The Office Administrator provides the Program Director with the stack of index cards with the names of students currently enrolled and siblings and they are each assigned a number beginning with number 1 which is written in permanent marker by the Program Director and placed face up on a large table. Once that is complete, the Office Administrator provides the Program Director with the index cards labeled with the names of students residing in LAUSD. Those are placed in a large cardboard box with an opening at the top. The Program Director instructs the Student Body President to mix the cards before he or she and the Vice President alternately choose one index card at a time. Once the card is pulled, the Program Director writes the sequential number on the card with a permanent marker starting where she left off with the last sibling and the process continues until each card is drawn. The Office Administrator verifies the number of cards to ensure one was not missed. The process repeats with the stack of cards for students who reside outside of the LAUSD boundaries. The numbers on the index cards are then entered into the database so lists can be generated and posted and used to answer questions when parents call. Within a week, a letter is sent home to each participating parent notifying them of the lottery results and next steps.
Depending on the space available that year, students with numbers 1-40 or 1-60 are pre-enrolled and the remainder are on the waiting list in the order they were drawn in the lottery. When spaces become available, applicants on the wait list are notified by phone and given a deadline to respond.

Families admitted through the lottery are required to attend a Spring Kinder Fair at which time they will turn in enrollment forms and provide proof of birth as well as immunization records. At the Kinder Fair families learning about MLC programs, have a classroom learning experience, and receive a take-home packet to be completed by September. In addition, families have the option of registering for a free Kinder Academy provided over six 2-hour sessions in collaboration with The Village: Ready for School as a transition program for Kinder students and their parents. During the summer, all new families attend a 20-minute Welcome Appointment during which administration and parents and students get to learn about each other. In August parents attend Orientation, and children must be present on the first day of school. If any of the mandatory steps (Kinder Fair, Welcome Appointment, Orientation, Attending first day) their space will be given to the next person on the wait list.

If people contact the school post-lottery or for a grade higher than kindergarten, they will need to attend a Parent Information Session and Tour to remain on the wait list. These post-lottery Parent Information Sessions are scheduled during the summer (as needed) to accommodate late-entry students. Students entering in grades beyond kindergarten must also be assessed by a teacher to determine if their language skills are sufficient for success at the desired grade placement.

**During the first month of school, teachers meet with parents and students to:**
- assess student interests and abilities
- determine unique student learning goals for the coming year
- describe classroom procedures, general curriculum goals and assessment procedures, answer questions
- determine parents preferred way to contribute to MLC’s success
- determine parent education needs and/or interests

**The Parent and Student Handbook includes the following items (see Appendix M)**
- mutual agreement between MLC and parents
- dispute resolution process
- MLC staff and contact information
- MLC educational program (program goals, student outcomes, dual language program, curriculum and resources, student assessment)
- governance
- enrollment procedures
- arrival and departure
- health and safety
- MLC behavior standards / discipline
- MLC Parent Partnership
- communication
- community resources
Element 9: Financial and Programmatic Audit

The MLC’s Board of Directors forms an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. Financial statements are prepared with generally accepted accounting principles. The audit verifies the accuracy of the MLC’s financial statements, attendance and enrollment accounting practices, and reviews the MLC’s internal controls. The audit is conducted in accordance with generally accepted auditing standards. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed by December 15 and a copy of the auditor’s findings will be forwarded to the LAUSD Business Accounting Branch, State Controller’s Office, County Superintendent of Schools, California Department of Education and LAUSD Charter School Office.

The MLC’s audit committee will review any audit exceptions or deficiencies and report to the MLC’s Board of Directors with recommendations on how to resolve them. The MLC Board will report to the LAUSD regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District.

MLC will compile and provide to the District such information as:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques listed in Element 3.
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories and language dominance to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the MLC Board of Directors during the year including any changes in the Board’s composition.
- Data on the level of parent involvement in the school’s governance and volunteer programs and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the MLC’s health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the MLC implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population.
- An overview of the MLC’s admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school’s internal and external dispute mechanisms and data on the number of and resolution of disputes and complaints.
- Other information regarding the educational program, staff development, and the administrative, legal, and governance operation of the school relative to compliance with the terms of the charter generally.

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

**Balance Reserves**
Additionally, the MLC 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.

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

**Audit and Inspection of Records**
MLC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

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

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:
  a. Provisional Budget – Spring prior to operating fiscal year
  b. Final Budget – July of the budget fiscal year
  c. First Interim Projections – November of operating fiscal year
  d. Second Interim Projections – February of operating fiscal year
  e. Unaudited Actuals – July following the end of the fiscal year
  f. Audited Actuals – December 15 following the end of the fiscal year
  g. Classification Report – monthly according to school’s Calendar of Reports
  h. Statistical Report – monthly according to school’s Calendar of Reports

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

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

Other sources of funding must be used in accordance with applicable state and federal statutes, and their terms or conditions, if any, of any grant or donation.

The MLC will develop and maintain internal fiscal control policies governing all financial activities.
Element 10: Student Discipline

Behavior Standards and Practices at MLC

- MLC behavior standards are posted in every classroom, defined and redefined in classroom Community Circles and in connection with social studies curriculum themes, and students are rewarded for demonstrating them during Monday Morning Assemblies. MLC students are expected to be:
  1. Responsible - Upholding high standards of conduct, voluntarily seeking ways to help, avoiding conflict and going beyond what is expected.
  2. Respectful - protecting the rights and property of others, acting as peacemaker and keeper of the truth, being courteous, trustworthy, honest and dependable.
  3. Safe - demonstrating self-control and good health and safety practices both in the classroom and on the schoolyard.
  4. Caring - being considerate of the feelings and needs of others through acts of kindness and empathy and offering to help solve problems.
  5. Tolerant - showing appreciation of individual differences, collaborating with patience and cooperation, seeing the good in everyone and earning respect by treating others with dignity.

- Teachers have been trained in TRIBES and the use of community circles and peer resolution for dealing with behavior problems and conflicts within the classroom community.
- Students are trained early on to use “I messages” for communicating with one another during times of conflict.
- Instances of violence and bullying are directed to the school administration and the child’s parents and the police will be consulted if behavior continues.
- Student behavior improved with time spent at MLC—most behavior referrals come from kindergarten students who are new to the school and have not yet come to own MLC standards of behavior.

Students are given many opportunities to make healthy choices, to cooperate with and be respectful of others, and to problem solve effectively. Discipline is a learning process that provides an opportunity to apply and develop conflict resolution skills. Self-discipline involves taking responsibility for and realizing the consequences of one’s actions. Despite a positive learning environment that facilitates group decision-making and peer counseling, should a student engage in repeated violations of the MLC’s behavioral expectations, a specific, written remediation agreement is developed. Appropriate MLC staff, which may include but is not limited to the classroom teacher, the Executive Director, the Director of Instruction, members of the Student Success/IEP team, and the student’s parent or guardian help define the future student conduct expectations, methods and timelines for assessing improvement. Consequences for failure to meet the expectations may include, but are not limited to, suspension or expulsion.

Only the Executive Director or designee may suspend a student from school. The term of a suspension may be the balance of the school day for a first offense, plus the following...
school day for a second or multiple offenses. Teachers are required to furnish class work and homework assignments for the student at the time that he/she is sent home. When the parent is notified by telephone of the suspension a conference is required to readmit the student with the Executive Director and a plan for improvement is developed. MLC makes every effort to provide behavior plans and positive reinforcements as alternatives to suspensions.

The Executive Director or designee follows the guidelines of Education Code 48915 (c) and will immediately suspend and may recommend expulsion for students who possess, sell or furnish a firearm, brandish a knife at another person, unlawfully sell a controlled substance, or commit or attempt to commit a sexual assault or sexual battery. Suspension and possible expulsion will also be recommended (Education Code 48915 (a) for causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, unlawful possession of any controlled substance, robbery or extortion, assault or battery upon any school employee. When suspensions and other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, habitual profanity or vulgarity, willful defiance of authority, stealing, and acts of harassment.

The complete listing of discretionary offenses for suspension/expulsion are:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at anytime including but not limited to:

a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Suspension 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 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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 pre-initiation 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).

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, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

   b) Violated the Federal Guns Free Act

Students who refuse to follow safety rules and behavior expectations despite repeated counseling and parent conferences with teachers and administration or who present an immediate threat to the health and safety of others or will be immediately suspended and may later be expelled by the MLC’s Board upon recommendation of the Executive Director. The MLC Board has the authority to conduct an expulsion hearing. The MLC’s policies provide all students with an opportunity for due process and conform to applicable federal law regarding students with exceptional needs. Parents and/or guardians may appeal a student’s expulsion and request a hearing within five working days to the MLC Advisory Council, comprised of school administrators and teachers, not directly involved with the initial recommendation or incident. The MLC Advisory Council will provide their decision in five (5) days.

Expulsion Procedures

1. Pupils recommended for expulsion are entitled to a hearing before the MLC Board of Directors to determine whether the pupil should be expelled. The hearing shall be held within 30 school days after the Executive Director determines that the pupil has committed an expellable offense. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

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

3. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
   a. The date and place of the expulsion hearing
   b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
   c. A copy of the disciplinary rules which relate to the alleged violation
d. Notification of the pupil’s or parent/guardian’s obligation to provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment

e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate

f. The right to inspect and obtain copies of all documents to be used at the hearing

g. The opportunity to confront and question all witnesses who testify at the hearing

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

The final decision shall be made within ten school days following the conclusion of the hearing. The Executive Director, following a decision to expel shall send written notice of expulsion, including findings of fact, to the pupil/guardian. This notice shall include the following:

a. Notice of the specific offense committed by the pupil.

b. Notice that the pupil may have a right to appeal the expulsion to the County Board of Education and the date and process by which the appeal may be filed.

c. Notice of the pupil’s or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status with the school.

d. Effective date of expulsion.

e. Date that the student may be reviewed for readmission.

f. Explanation of the appeals process

In the event of a decision to expel a student, the MLC will work cooperatively with the district of residence, county and/or private schools to assist with the educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates. The MLC will notify the district of any expulsions and will include suspension and expulsion data upon request.

In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the MLC without graduation or completing the school year for any reason, the MLC shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
MLC 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.

- When a student is expelled, the MLC shall:
  - Provide the parent documentation of the expulsion providing a written explanation of the following:
    - Reason of expulsion
    - Term of expulsion
    - Rehabilitation plan (what the student needs to demonstrate to be reinstated)
    - Eligibility date of reinstatement
    - Appeal process
  - Explain to the parent their responsibility and options to seek enrollment in:
    - Student’s home school district
    - Another charter school
    - Private or parochial school
  - Explain to the parent their responsibility to submit records/documents when the student is eligible for reinstatement to prove student’s compliance and to request reinstatement.
  - Forward student records upon request of new school (district) in a timely fashion.
  - Send a letter to the parent when the reinstatement review date is approaching.

MLC 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.

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

MLC shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. If the student receives or is eligible for special education, the Charter School 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.
● Discipline of Students with Disabilities: In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including 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 discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504? 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. 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 students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

● Notice of reinstatement of students after the conclusion of the period of expulsion, which is no longer than one calendar year. The MLC is responsible for reinstating the student upon the conclusion of the expulsion period.

Outcome Data
MLC shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
Rehabilitation Plans

Pupils who are expelled from the MLC shall be given a rehabilitation plan upon expulsion as developed by the MLC’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the MLC for readmission.

Readmission.

The MLC’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 MLC’s governing board shall readmit the pupil, unless the MLC’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered.

Gun Free Schools Act
The MLC shall comply with the federal Gun Free Schools Act.
Element 11: Retirement System
The MLC administrative employees (non-certificated personnel) participate in the federal Social Security System and are offered enrollment in the Public Employee Retirement System (PERS) when they become eligible. Certificated staff participate in the State Teachers Retirement System (STRS). All staff participate in Medicare and any additional school-sponsored retirement plans that might be offered under policies adopted by MLC’s Board of Directors. The Executive Director along with the Human Resources staff ensures that STRS and PERS coverage is established for qualified employees.

MLC’s STRS/PERS contributions are submitted to Hess & Associates on a monthly basis. Hess & Associates reviews and submits to LACOE for processing. All staff participates in Medicare and any additional school-sponsored retirement plans that might be offered under policies adopted by MLC’s Board of Directors.
Element 12: Attendance Alternatives
Pupils who choose not to attend MLC may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. Enrollment at MLC does not guarantee Admission in a non-charter LAUSD school (or program within a District school) except to the extent such right is extended by the District.
Element 13: Description of Employee Rights
The MLC staff is recruited from many sources including the sponsoring district, other local districts, and teacher training institutions. MLC encourages prospective employees to ascertain the terms of district leaves before accepting employment at MLC. In particular, we will ensure that LAUSD employees receive a copy of Article II-B and related Articles and sections of the UTLA Agreement prior to signing an employment contract with MLC.

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.

A copy of the current MLC Employee Handbook (Appendix J) is given to each new employee prior to, or at the time of, their hire. The MLC Board reviews these policies frequently to ensure compliance with current law. The MLC Employee Handbook will be revised to comply with this petition effective July 1, 2011 and updates will be provided to all Employees.

MLC will not require any employee to work at a MLC.

The annual calendar is drafted by staff and presented for approval at the staff retreat each August. As required, the approved calendar is submitted to the District.

Grievance Procedures
Employee grievances are reported in writing to the Executive Director. The Executive Director will then schedule a meeting to try and resolve employee issues. If the grievance is against the Executive Director, the employee files the grievance with the Board. The following are Board approved INTERNAL GRIEVANCE MEDIATION RULES:

1. Following any personnel action, the adversely affected employee shall have a right to request a review of the actions within five (5) working days.
2. The request for review will first be considered by the Executive Director to determine whether the action was properly taken and whether any alternatives exist which might better achieve the desired result, which shall not increase the severity of the action but may decrease it.
3. Within 48 hours, a written statement shall be sent or given to the employee setting forth the decision and the reasons supporting it. The employee shall have a right to appeal this decision within ten (10 working days in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by
facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, to the Executive Director within 5 days of the occurrence of the grievance; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed to the MLC Executive and to the employee at their home address.

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 14: Dispute Resolution

Disputes Among the MLC and Parents, Employees, Students, Etc.
The Multicultural Learning Center (MLC) Board of Directors is responsible for adopting policies and processes for airing and resolving internal and external disputes. The purpose of the MLC’s Dispute Resolution Process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. School community members include students, teachers, staff, parents, board and advisory council and committee members, volunteers, partners, and collaborators.

The MLC Board and school community will review the MLC Dispute Resolution Process each year for fairness, clarity, effectiveness, and support by the school community. Parents, students, Board and Advisory Council members, volunteers and staff at the school will be given opportunities to participate in mediation training with the goal of having trained mediators at all governance levels. School community members will be provided with a copy of the Dispute Resolution Process and will agree to work within it. Until community members develop a replacement, the following dispute resolution guidelines will be used:

1. Even if difficult, first attempt to discuss one’s conflict with the people directly involved and try to resolve it before proceeding further.
2. If the conflict cannot be resolved with discussion, ask a peer to help resolve the conflict.
3. If peer conflict mediation does not resolve the situation, ask one of the following persons to serve as mediator or, if mutually agreeable, as arbitrator.
   - students should ask a teacher or administrator
   - teachers should contact either another teacher or the Executive Director
   - the Executive Director or other administrative staff should contact either a mutually agreeable teacher or administrator or the Chair of the Advisory Council
   - parents should ask another parent or the chair of the Parent Advisory Council and/or the Executive Director
4. All MLC faculty, staff, administrators, parents, Board and Advisory Council members will sign pledges to resolve disputes via this dispute process or its replacement.
5.

Oversight, Reporting, Revocation, and Renewal
LAUSD may inspect or observe any part of the MLC at any time. Notice of the visit may be provided as a matter of courtesy to the Executive Director so that his or her calendar may be cleared for the visit. LAUSD may charge for the actual cost of supervisory oversight of MLC not to exceed 1% of its revenue. LAUSD may charge for the actual
costs of supervisorial oversight of MLC not to exceed 3 percent of its revenue if MLC is able to obtain substantially rent-free facilities from LAUSD.

**Term of the Charter**

This Charter, upon approval by the Los Angeles Unified School District Board of Education is renewed for a five-year period commencing July 1, 2011 and ending June 30, 2016. The MLC Board may request from the LAUSD Board an amendment of the Charter at any time prior to expiration. The Charter may be renewed for one or more renewal periods, not to exceed five years at a time. The MLC will present requests for renewal no later than six months prior to the expiration of the Charter, in accordance with LAUSD policy. The LAUSD Board agrees to hear and render a renewal decision as specified in the Education Code Section 47605.

**LAUSD Specific Language:**

The staff and governing board members of MLC agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and MLC, 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 MLC shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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 Notifications shall be addressed as follows:

   **To Charter School:**
   Multicultural Learning Center
   c/o Toby L. Bornstein
   Executive Director
   7510 De Soto Avenue
   Canoga Park, CA 91303

   **To Director of Charter Schools:**
   Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th Floor
   Los Angeles, California 90017
(2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

MLC’s Employee Handbook and Parent and Student Handbook will reflect the above changes effective July 1, 2011.
Element 15: Collective Bargaining (Labor Relations)
The MLC shall be deemed the exclusive public school employer of the employees of the MLC for collective bargaining purposes under the Education Employment Relations Act (EERA). The scope of representation shall include discipline and dismissal of MLC employees.
Element 16: School Closure

LAUSD specific language:

Revocation
The District may revoke the charter if Multicultural Learning Center 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 Multicultural Learning Center if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- MLC committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- MLC failed to meet or pursue any of the pupil outcomes identified in the charter.
- MLC failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MLC 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 MLC in writing of the specific violation, and give the MLC 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.

Closure Procedures
The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the MLC close for any reason. The decision to close MLC either by the MLC governing Board or by the LAUSD Board 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 not renewed by the LAUSD Board of Education; or the MLC board votes to close the school, or the charter lapses. In the event of such a Closure Action or as soon as MLC informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., Director, Financial Officer, President of the MLC’s governing board, to oversee and conduct the closure process.

2. Written notification to parents/guardians/caregivers of the enrolled students of the MLC will be issued by MLC within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
   a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. The MLC will provide the District with original cumulative files pursuant to District policy for all students both
active and inactive at the MLC. Parents will be provided with a copy of their child’s cumulative records from the MLC.

b. 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 as indicated above.

c. Parents will also be provided with 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 and a transcript, and State testing results.

d. The MLC 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), birth date, grade, full name, address, home school, enrollment date, exit code, exit date. If the MLC 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.

e. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the MLC for the pickup of the student records.

f. The MLC must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

g. The MLC will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)

3. Written notification to LAUSD and any other school districts of residence of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

4. Transfer of the original student records to the District, within seven calendar days from the determination of an Action to Close.

5. Written notification to the California Department of Education and the Los Angeles County Office of Education and the Special Education Local Planning Area (SELPA) in which the MLC participates of the Closure Action shall be made by the MLC by registered mail within 72 hours of the decision to Closure Action. MLC shall provide a copy of these correspondences to the ICSD.
6. The MLC shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

7. A financial closeout audit of the MLC will be paid for by the MLC to determine the disposition of all assets and liabilities of the MLC, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the 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 MLC will be the responsibility of the MLC and not LAUSD. MLC understands and acknowledges that MLC will cover the outstanding debts or liabilities of MLC. Any unused monies at the time of the audit will be returned to the appropriate funding source. MLC 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 MLC participates, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the MLC Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The MLC Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, MLC will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

11. If the MLC is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the MLC, 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.

12. The MLC 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 school will make the payments.

13. The MLC 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.. Copy the LAUSD on all correspondence.
14. Prior to final closure, the MLC shall do all of the following on behalf of the 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).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end MLC’s right to operate as a Charter School or cause MLC to cease operation. MLC 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 MLC 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.

*Facilities

☐ Charter School Location: 7510 De Soto Avenue, Canoga Park, CA 91303

☐ Names of District school sites near location: Hart Street, Sunny Brae, Limerick, Canoga Park Elementary, Columbus Middle School, Sutter Middle School,

☐ MLC is located within the boundaries of LAUSD.

District-Owned Facilities: If 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, 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 Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. 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.

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.** 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 Charter School.

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

• **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than 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.**
  (i) **Pro Rata Share.** LAUSD shall collect and 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

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services.** In the event LAUSD agrees to allow 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 Charter School.
  (i) **Co-Location.** If 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 Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of
the operations and maintenance services and payment for such services in the use agreement.

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

**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.

**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 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.

**Health & Safety:** The 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](http://www.laschools.org/employee/mo/ipm)

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.
Additional Information

Budget
The proposed three-year budget and cash flows for 2010-2013 are included in Appendix N. MLC is a direct funded charter school as provided for in AB544. All state and federal public revenue is deposited in the MLC account in the Los Angeles County Treasury. Funds still flowing through the LAUSD are transferred via direct deposit to MLC accounts at Chase Bank.

MLC switched from County payroll service to Intuit payroll services and makes appropriate and compatible transfers to the County for reporting and deposit of PERS and STRS. MLC maintains a payroll account and a general account at Washington Mutual and requests warrants from the County to deposit funds in these accounts, as needed.

MLC serves as its own fiscal agent for all public and private grants, funds and gifts awarded now and in the future. The MLC maintains two or more revolving accounts in private, federally insured bank(s) for day-to-day expenditures. Funds may be deposited in a money market account and transferred as needed to the operating account. Any monies accrued from deposits or investments are used to support the instructional program. Cash flows are analyzed on a weekly basis and are reviewed by the MLC Board at their meetings.

Attendance Accounting and Student Information Systems
The MLC keeps daily records of attendance and completes official state classification and statistical reports on a monthly basis. Required reports are submitted to the LAUSD, LACOE and California Department of Education in a timely manner. The MLC maintains its own MS Access database to house student records. The MLC adheres to deadlines set forth by the CDE for all CALPADS submissions, CBEDS and Language Census data and other State reports as deemed necessary.

Student Attendance and Absences. All teachers at the beginning of the school year are furnished with 9½ x 12 envelopes with attendance cards for their class. There is one card per child, which contains squares for every day that MLC is in session. Please note that all marks on the cards must be made in pencil. The following procedures are used when taking attendance on a daily basis:

Procedures for present children
No mark needs to be made on the attendance card if a student is in attendance. If the student is present, simply place the card inside the envelope for the next day. Presence on campus for any time during school hours constitutes a present status for the day.

Procedures for absent children
If a child is absent, place the card in the outside pocket of the envelope. Send two students to the front office with the envelope and all attendance cards. Parents are asked to inform the front office when their child is out for the day. The front office is responsible to determine if the student’s absence is considered to be an “apportionment”
or “non-apportionment” absence and make the appropriate mark on the individual attendance card. If a child returns from an absence and brings an absence slip or note please send it to the front office for documentation.

**Apportionment Absences** are excused absences due to illness or injury; having doctor/dental appointment; attendance at funeral services of a member of student’s immediate family (1 day within the state or 3 days out of state); city or county quarantine; jury duty. Apportionment absences should be indicated on the attendance card by marking a ‘100’ with a circle around it on the date of the absence. **Non-Apportionment Absences** are absences other than apportionment absences and include, but are not limited to, absences for the following reasons: truancy (verified and non-verified); vacations or trips; court summons by warrant (or subpoena); running away; exclusion/suspensions; attendance time at school-sponsored activity when student pays admission charge; motion picture or theatrical work; religious holidays. A non-apportionment absence should be indicated on the attendance card by marking a ‘100’ on the absence date – no other mark is required.

**Procedures for tardy children**
If students are tardy, they will need to be walked to the front gate if before 9:00am or brought into the front office if after 9:00am, by an adult, fill out a tardy slip, and are then escorted to their classroom door. The front office keeps the slip for record keeping purposes, and the child’s attendance card is marked with a capital ‘T’ along with the number of minutes they were late and then placed in the inside of the envelope for attendance the next school day.

**Procedures for students leaving early**
If students need to leave school early for an occasional appointment during the day, parents should inform their teacher either by sending a note to the classroom or notifying the office **no later than 9:00am** the day the child is leaving early. Students should not be picked up prior to dismissal unless there has been an arrangement between parent and teacher in advance (except for family emergencies) so that teachers can prepare for early dismissal of the child. So as not to interfere with closing activities we strongly encourage parents to pick up children no later than 2:30pm. Parents must come to the office to sign out their child. At that time, office staff will call the classroom to summon the child. Older siblings may not pick up a child from the classroom and/or wait for parents in the office.

**Habitual truancy**
If a student is absent from school without a valid excuse three (3) full days in one school year or tardy or absent during the school day for more than any 30-minute period without a valid excuse on three (3) occasions in one school year, or any combination thereof, he/she is **truant**. Parents receive a written notification of the first truancy recorded. The letter states:

- That the parent is obligated to compel the attendance of the student at school.
- That parents who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
That the parent has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

That habitual truancy is a violation of the Mutual Agreement between MLC and the parent.

Any student deemed a **habitual truant** who has been reported as truant three or more times per school year after MLC personnel have made a conscientious effort to hold at least one conference with the parent and/or student, may be referred to the Executive Director and parents will receive a notice. In the event that any parent continually and willfully fails to respond to directives of MLC personnel, MLC may file in the proper court a criminal complaint against the parent with the Los Angeles County Office.

**Coding for first day of attendance**

In order to record the first day a student attends class, enrollment codes or “E Codes” are used. The following E Codes are used to mark a student’s attendance card the first day of enrollment (*this includes the very first day of instruction for all returning students*):

- E1 – same school within the district
- E2 – enrolling from another LAUSD school
- E3 – enrolling from another public school in California
- E4 – enrolling from a non-public school in California
- E5 – enrolling from any school outside California
- E7 – enrolling for the first time in school (grades K-12)

**Coding for last day of attendance**

If a student leaves MLC prior to the last day of instruction, parents need to notify the front office and make arrangements for the proper transfer of records. Teachers need to mark the attendance card on the last date of attendance using the following leave codes or “L Codes” to record the student’s final day of enrollment:

- L1 – same school within the district
- L2 – transferring to another LAUSD school
- L3 – transferring to a California public school
- L4 – transferring to a California non-public school
- L5 – transferring outside California
- L7 – matriculated
- L8 – unknown or deceased

No L Code is needed for children enrolled on the last day of school. When a child leaves, teachers are responsible for completing a progress report and any other information for the student’s cumulative record and submitting it to the front office. Teachers are asked to keep the child’s attendance card for end of the month recording on the register pages.

**Registers**

State school registers are records of attendance for California schools and are due on a monthly basis to the State. Report dates, or the dates registers are due, are labeled on the attendance cards with an “R”. Teachers are furnished with the register for the month one week prior to the due date to record the classroom attendance for that register period and
submit it to the front office. MLC only requires teachers to fill out, using a pencil, students’ names and the days of apportionment absences and non-apportionment absences, any E codes or L codes, and sign the document with blue or black ink. The front office is responsible for calculating percentages of actual attendance and submitting the proper reports to the district.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

1. Provisional Budget – Spring prior to the operating fiscal year
2. Final Budget – on or before July 1 of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – November following the end of the fiscal year
7. Classification Report – monthly the Monday after close of the last day of the school month
8. Statistical Report – monthly the Friday after the last day of the school month. In addition: (a) For P1, first week of January and (b) For P2, first week of April
9. Other financial information needed by LAUSD to assess the fiscal condition of the MLC.
10. The school’s class Schedule will be submitted annually.

Facility
The MLC leases classrooms and land from Faith Lutheran Church located at 7500 De Soto Avenue in Canoga Park on a shared lease agreement. Our lease has been extended through August 2016.

Amendments
Any amendments to this Charter shall be made by the mutual agreement of the boards of the MLC and the Los Angeles Unified School District. Material revisions and amendments shall be submitted to the LAUSD Board for approval and shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

The Charter will provide to LAUSD all requested information using District forms or electronic media. Such information shall include:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicity and Grade Levels
- List of Register-Carrying Teachers
• List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations (Affiliated Charters will indicate teachers funded by Court-ordered Integration.)
• List of Emergency Credentialed Teachers in non-core subjects
• Unfilled Classroom Teacher Positions
• Fiscal Year-End Financial Report
• Number of Students Living Outside LAUSD Attendance Area

This is to affirm that the following revisions will be made in the MLC handbooks effective July 1, 2011 in addition to others identified throughout the petition:

• In the Parent and Student Handbook, inclusion of gender identity and citizenship as characteristics of non-discrimination to reflect required Ed Code 47605(d)(1) language.
• In the Parent and Student Handbook, under our Sexual Harassment policy, the recognition that harassment can occur between minors.
• In the Parent and Student Handbook, in the Parent Partnership section, the assurance that the completion of volunteer hours and enrollment in parent education classes are not conditions of admission or enrollment.
• In our Employee Handbook, in section 2.4 in regards to the inspection of employees’ person and property will reflect the appropriate wording in line with Individual’s privacy rights and protections against unlawful search and seizure.