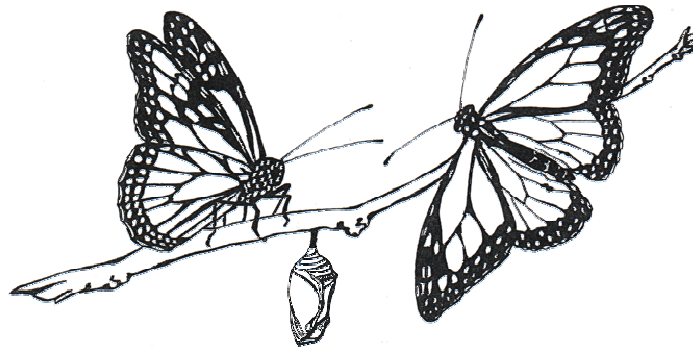


Monarch Learning Center

California Public Charter School #307



Charter Renewal Petition

Submitted to the Redding School District

Submitted December 15, 2009

Approved by the Board of Education May 18, 2010

Expires June 30, 2015

Original Charter Petition submitted in 2000

Approved by the Redding School District April, 2000

Approved by the California State Board of Education, June 2000

Designated California Public Charter School #307

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Approved by the Redding School District May, 2005

Designated California Public Charter School #307

Expires June 30, 2010

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Introduction

School Information

Monarch Learning Center is California Public Charter School #307. It is identified by the California State Department of Education with CDS code: 45-70110-6117931. It was originally sponsored by the Redding School District in April 2000, numbered by the State Board of Education in June 2000, and incorporated as a public benefit non-profit corporation in December of 2000.

Its facilities are located at 5307 Cedars Road, Redding, California. It is a K-8 elementary school serving the families of Redding, Shasta Lake City, Anderson, and the neighboring communities in western Shasta County and northern Tehama County. Monarch features a unifying natural science curriculum theme each school year in a three year cycle emphasizing Earth Science, Life Science, and Physical Science in successive years. Its program is designed for students who are interested in how things work, especially in the natural world. Field studies, classroom garden plots, a study pond, and camping trips connect classroom explorations with the real world.

Our lead teachers all possess California Clear Credentials and meet the No Child Left Behind (NCLB) criteria as Highly Qualified Teachers. The school directors are active in the classroom.

Monarch Charter School's Mission

The **Mission** of Monarch Learning Center, a public charter school, is **to cultivate an active family community where parents and staff together provide "MORE" individual, real, personal, and conceptual learning for each student.**

Through exploration, direct experience and discovery, each student gains ownership of his or her learning. Monarch education is developmentally appropriate, centered on language, mathematical, and science literacy, and is achieved through the three principles of **Respect, Understanding, and Excellence.**

Respect is both intrapersonal and interpersonal. A respectful person exhibits understanding of self, others, life, interrelationships, and the physical world to act with value toward people, living things and the planet.

Understanding gives us the ability to gain knowledge through experience and reflection. Understanding is an end in itself, as it drives the learner to always seek greater understanding and, therefore, ever greater understanding.

Excellence employs perseverance of will, an acceptance of the challenges of the learning process, and a high degree of intellectual risk-taking. Excellence is the offspring of Respect and Understanding. An excellent person exhibits mindfulness and integrity in all undertakings, whether academic or social.



The Meaning of the Logo

The butterfly logo of Monarch Learning Center creates an image of adults in responsibility for guiding the child to the independence of an excellent learner and person. The pupal case is a surrounding, protective structure within which many species of insects with a caterpillar stage transform into beautiful adult butterflies. The protecting shell of the developing butterfly is used as a metaphor for creating a learning atmosphere which surrounds and protects children as they grow and gain the knowledge they need to emerge as successful adolescents and persons of excellence. As an image from the natural world, our metaphor also expresses the school's focus on the natural sciences. Into this supportive, child-centered learning environment, we wish to bring for our students a deep knowledge of our local biological and geological systems and link it with family involvement, power and concern.

Affirmations

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Element A: Monarch's Education Program

1. Who is the school attempting to educate?

This school is created specifically for children who wonder and love learning about science and nature. Our goal is to support that love and curiosity and extend it to help create self-motivated, competent, lifelong learners. Our aim is to keep children's natural, innate yearning for learning alive and growing. We do this by teaching in a way that works best for children: that is, by actively involving them in direct experiences with the natural world over a long period of time with adults who also love to learn about the natural world.

2. What does it mean to be an "educated person" in the twenty-first century?

An "educated person" in the twenty-first century will exhibit the following characteristics:

- Literacy in Language Arts (reading, writing, listening and speaking)
- Literacy in Mathematics (computation, problem-solving skills, logical reasoning, data analysis, critical thinking and abstract thought)
- Literacy in Science (an understanding of content in earth science, physical science, life science and methods of scientific inquiry)
- Literacy in History and the Social Sciences (understanding of human beings' interactions with each other and with the natural world, both in the past and the present)
- Personal expression through one or more of the fine arts: music, theater, visual arts and dance, and the self-discipline needed to acquire and polish artistic skills
- Interpersonal collaborative skills based on respect for self and others, understanding the needs of the team and a genuine desire to achieve consensus with team members
- An ability to utilize and apply technology in academic and professional situations, and a flexibility to adapt to the rapidly changing technology landscape

3. How learning best occurs

Children learn through a variety of developmentally appropriate experiences. These experiences may include hands-on activities, direct instruction and small group collaboration. At Monarch it is possible to design an educational program that is unique to meet the needs of each child. There is no single "right" method.

We believe that people learn best by developing their individual strengths and using these strengths to compensate for their personal weaknesses. There are endless possibilities for learning that depend on the learner's willingness to take risks in new situations while feeling safe. Parent choices about learning for their individual children are accommodated and honored through cooperative planning and revision of the school year plan for each child. Parents can count on their children's teacher for coaching help and guidance. Parents can also count on the unique gifts of other MLC families to further enrich the learning experiences for all.

Human beings are pattern-seekers. Humans can contemplate the outer edges of the universe or the inner workings of the atom. The brain is the physical organ where this contemplation takes place. But thinking goes beyond the physiological attributes of the brain's structure. We are not born with our thinking capabilities completely in place; rather they develop sequentially over time. There is a biological foundation for our thinking that is dependent on human growth, experience and development. The research base on human cognitive development identifies seven broadly agreed upon developmental stages of human thinking from infancy through adulthood. The middle five stages of development coincide approximately with the ages of students between kindergarten and eighth grade. These five stages are the foundation for the placement of students into the five multi-graded classrooms at Monarch.

4. Enabling pupils to become self-motivated, competent and lifelong learners

Monarch Learning Center's goal is to actively empower and support parents who wish to take a more active role in the education of their children. One of the firmest findings in all educational research about student competence and success is the importance of family participation in the education of their children. Monarch Learning Center has pioneered a new form of school-family partnership which we call "Community Learning" and have nicknamed "**MORE.**" During the 180 days of the academic year students spend their days on campus with MLC teachers, yet they spend the rest of the year with their families and out in the community accessing the wealth of educational and community service opportunities available there. It is this complete partnership of home and school that grows self-reliant, lifelong learners. Monarch values this school and family partnership.

Element B: Measurable Student Outcomes

1. Desired Academic Outcomes

Monarch Learning Center students are expected to demonstrate appropriate age, developmental or grade level mastery of the following skills as described in the California State Content Standards.

- **Language Arts:** During their experience at Monarch, students are expected to exhibit skills and behaviors consistent with their chronological age and developmental level in all strands of the language arts content standards for their grade level as delineated in the California State Language Arts standards.
- **Mathematics:** During their experience at Monarch, students are expected to exhibit skills and behaviors consistent with their chronological age and developmental level in all content strands of mathematics for their grade level from the California State Mathematics standards.
- **Science:** During their experience at Monarch, students will successfully utilize the scientific inquiry of their developmental level to understand and apply major concepts in the earth, physical, and life sciences. Students are also expected to exhibit behaviors consistent with their chronological age and developmental level as delineated in the California State Science standards.
- **History/Social Studies:** The topic of history will be the study of humans as the dominant species in our immediate and global environment and their interactions with each other and the environment. Students will understand and apply their knowledge of history, civics, and geography to become productive citizens, as described in the California State standards in History/Social Studies.
- **PE, the Arts and Other Academic Areas:** Classes organized by the school and run by staff, parents, and consultants will offer many possibilities for students in the fine arts, practical arts and physical education. California State standards for the Visual and Performing Arts (VAPA) will serve as guidelines for fine arts offerings.

2. Desired Affective Outcomes

Monarch Learning Center students are expected to demonstrate appropriate age and developmental progress on the school's expectations for Respect, Understanding, and Excellence.

- **Character Development:** Students, consistent with their developmental level, will demonstrate their ability to engage in responsible and compassionate behavior, to use forms of conflict resolution and to work collaboratively and cooperatively with other students.
- **Ownership of Learning:** Each student's work should reflect ownership of his or her learning as well as reflect the ability to demonstrate, articulate, and evaluate what he or she learns.

- **Ownership of Behavior:** Students, consistent with their developmental level, will demonstrate ownership of their actions by accepting both positive and negative consequences of their behaviors.

3. Desired Process Outcomes

Monarch Learning Center students are expected to demonstrate developmentally appropriate progress in the following process outcomes:

- **Health and Fitness:** Students, consistent with their developmental level, will demonstrate understanding of their need for good nutrition and exercise to keep themselves healthy.
- **Research and Study Skills:** Students, consistent with their developmental level, will demonstrate good study habits and effective research skills. This includes the ability to evaluate information for its accuracy and relevance.
- **Collaboration:** Students, consistent with their developmental level, will demonstrate the ability to work cooperatively with others on projects and assignments.

4. Curriculum

Monarch embeds the California State Standards in Language Arts, Mathematics, Science, and Social Studies within its established curriculum. The school will report on the growth of its student population in relation to these grade-level standards annually on the School Accountability Report Card (SARC). The school will report on the growth of individual students through trimester student-parent-teacher conferences and progress reports.

5. Other Outcomes

Additional outcomes may be developed by the Monarch Learning Center faculty as student needs dictate. Any additions to, revisions to or deletion of the existing outcomes listed herein will constitute a material change, and will require amendment of the charter pursuant to the processes defined by California Education Code §47605(b).

Element C: Methods to Assess Pupil Progress

1. STAR Testing

Students in charter schools are required to participate in the California State Testing And Reporting (STAR) program. Monarch Learning Center students will take the same state tests at the same time and in the same manner as students in the traditional public system. This annual test will provide data for parents, the school community, the Redding School District, and the public at large. Monarch Learning Center Charter School intends to comply with all testing and accountability requirements of the state and federal governments.

2. Goal & Methods to Assess Student Progress Toward Outcomes

Monarch students will demonstrate grade-level proficiency or appropriate progress toward proficiency each academic year, as evidenced by scores on the state STAR test and by other instruments used by the school as multiple measures. Performance standards and assessments for students with special needs will be adapted as appropriate to their Individual Education Plan (IEP) or Section 504 Plan. Performance standards and assessments for English language learner (ELL) students will be in accordance with the state adopted English Language Development (ELD) standards and the California English Language Development Test (CELDT).

3. School Progress Reports

Each trimester Monarch prepares written progress reports for parents in a format that reports student progress in the developmental stages of reading, writing, and mathematical literacy as well as growth toward mastery of the state standards. Process skills for social studies and science literacy and the charter principles of respect, understanding and excellence are also included in these reports. It is our goal for students and their parents and teachers to conference to celebrate student growth and progress, address academic needs and set individual learning goals. These reports will be part of a student's portfolio and will be shared with parents at the two trimester conferences and at the end of the year.

4. Portfolios

Each teacher will assist students in developing a portfolio during their Monarch stay, its main purpose being to help students and their families view their achievements. Annually, working portfolios will be culled to benchmark portfolios through a series of conferences between students and their teachers. Benchmark portfolios will progress with the students as they progress through the classrooms at Monarch.

5. Multiple Measures

Monarch Learning Center Charter School will measure student achievement using several assessment techniques, including teacher-created tests, tests from publishers and various authentic assessments. Some of these are listed in the table below:

Outcome	Curriculum	Methods of Assessment
Language Arts Literacy	<ul style="list-style-type: none"> • Reading Groups • Journal Writes • Shares, Reports • Discussion • Performances • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom tests, work products • Student portfolio pieces • Book reports • Trimester Benchmark Exams • Student Presentations
Science Literacy	<ul style="list-style-type: none"> • FOSS Curriculum • AIMS/GEMS units • Camping Trips • Field Study Trips • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom and FOSS tests and work products • Student projects and presentations • Science Fair Projects
Mathematics Literacy	<ul style="list-style-type: none"> • Group Investigations • FOSS activities • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom and Publisher tests • Trimester Benchmark Exams • Projects and Simulations • Student projects and presentations
History Social Science Literacy	<ul style="list-style-type: none"> • Field Trips • Living Days • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom tests • Reports and Projects • Student projects and presentations
Character Development	<ul style="list-style-type: none"> • Assemblies • Teacher Mentoring 	<ul style="list-style-type: none"> • Teacher observation • Trimester Progress Reports • School behavior records
PE/Health & Fitness	<ul style="list-style-type: none"> • School-adopted curricula • Community Learning logs 	<ul style="list-style-type: none"> • Participation records • Physical Fitness tests
Fine Arts	<ul style="list-style-type: none"> • School-adopted curricula • Community Learning logs 	<ul style="list-style-type: none"> • Participation records • Student products/portfolios • Performances
Technology	<ul style="list-style-type: none"> • Word processing, research • Graphic Design, Power Point 	<ul style="list-style-type: none"> • Student projects

6. Student Achievement Data Management

Monarch Learning Center Charter School will continue to utilize an online data management system to track individual student achievement longitudinally and to monitor school wide trends. Student achievement data will be used to identify individual student needs, plan and modify instructional practices, track program efficacy and create reports for parents and other stakeholders.

Monarch Learning Center currently subscribes to the ZOOM! Data Source service through the California Charter Schools Association (CCSA), but reserves the right to change data service providers to maximize benefit to the school and its students. The school will ensure the confidentiality of all student and family data in accordance with all federal, state and local regulations.

Element D: Governance Structure of the School

1. The Communities of Monarch:

Monarch Learning Center Charter School is governed both informally and formally by three distinct and overlapping groups: the School Community, the Policy Council, and the School Staff.

- The School Community: This includes students, their parents and relatives, school staff, the Learning Center and its administrators, neighbors near the school site, businesses and tax payers in the Redding community and city and county government officials. All have the right and obligation to voice concerns and give constructive input to the school.
- The Monarch Policy Council: The Policy Council is the formal legal governing body of the school. The Council has the duty to continually uphold and improve the vision of Monarch Learning Center and to adopt, evaluate and update policies that are consistent with law and the school's vision.
- The School Staff: It is the duty of all school staff, in consultation and under supervision of the school's directors, to implement the vision of Monarch Charter School and the policies established by the Policy Council on a "day by day basis." The School Directors have the primary responsibility to see that the vision and policies of the school are implemented or revised as the needs of ongoing student success require.

2. Membership in School Governance:

All members of the many separate communities of Monarch Learning Center are considered non-voting members of the school governing council and have the right and obligation to address concerns and give input either indirectly through parent representatives, the school directors or in person to the Policy Council

Monarch Learning Center Charter School's formal **Policy Council** will consist of voting members elected and appointed as prescribed by the bylaws of the Corporation. Other non-voting individuals in the community may serve on the Policy Council as outlined in the bylaws.

3. Formal Governance Structure

Monarch Learning Center Charter School has constituted itself as a California 501(c)(3) Public Benefit Corporation pursuant to California laws and has filed articles of incorporation with the California Secretary of State. The school will be governed by the Policy Council, according to the bylaws of the corporation.

Element E: Employee Qualifications

1. Public School Employer Status

The Charter School shall be deemed the exclusive public school employer of the employees of Monarch Learning Center for purposes of the Educational Employment Relations Act. [Education Code Section 47605(b)(5)(O)]

2. Credentialed Employees

Monarch will employ teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. All teachers will fulfill the requirements of “highly qualified teachers” as defined by the No Child Left Behind act. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social science. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s policies. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [California Education Code Section 47605(1)]

3. Non-Credentialed Employees

Non-credentialed employees must possess the special skills or aptitudes to perform their support role effectively. Staff must understand the school principles of Respect, Understanding and Excellence thoroughly, demonstrate them in their personal behavior, and lead students through modeling and discussion toward growth in these three principles. These school principles are explained in detail in the introduction to this charter document.

4. Health and Safety of Employees

To ensure the safety of the school community, employees submit to the full employment process of the Redding School District which includes health screening, TB screening, and criminal background checks. Monarch annually in-services staff and requires Child Abuse reporting statements from its employees. The school also has policies in place concerning the regulation of employee behavior and substance abuse.

5. Types of Employees

There will be two types of employees at Monarch:

- a) “At will” employees who work on a day-to-day basis with no defined employment period or rehire rights guaranteed, and
- b) Employees with a “fixed term” who are employees for a defined period of time during which they have rights contained within the conditions of their employment contract.

Because of the tentative nature of charter schools, employees at Monarch accept their status as “at will” or “for fixed term” which will not exceed the current school year. There are no tenure rights granted to employees at Monarch. There are also two classes of employees: certificated instructional staff and non-certificated support staff.

Element F: Health and Safety Procedures

1. Health and Immunization Requirements

No student at Monarch Learning Center may be finally enrolled and admitted to the classroom until all immunization and physical examination requirements are current. Parents who choose immunization waivers need to realize that their children may be required to stay at home if the school has an outbreak of a communicable disease for which their child is not immunized. In order to attain the minimum of 95% attendance, Independent Study should be arranged by the family of a student under a communicable disease “stay at home” order. The provisions and processes of the Shasta County Health Department will prevail in this instance.

2. Safety Procedures

The school will conduct regular emergency drills. These will consist of fire, earthquake, and intruder safety drills. The school will cooperate with law enforcement and other civil authorities in the preparedness of any other type of emergency.

3. Risk Management

Monarch Learning Center carries appropriate damage and liability insurance through the Redding School District’s insurer. Monarch Learning Center conducts monthly safety inspections of all aspects of the school facility and shares these reports with the insurer, who also may conduct on-site inspections on a biennial basis.

4. The School’s Staff

Monarch Learning Center has adopted the proper policies and procedures to insure that every staff member at the school is the proper type of person to work with children. All employees are screened by the Redding School District’s human resources department to ensure compliance with California Education Code Section 44237.

5. Health and Safety Trainings

Monarch Learning Center will regularly provide school-wide trainings to ensure the safety and well being of students and staff that may include the following:

- Child Abuse Reporting Obligations
- Drug-Free Workplace
- Infectious Diseases and Blood-Borne Pathogens
- Sexual Harassment
- Hazardous Materials
- Workers Compensation
- First Aid Training and CPR

Element G: Achieving Racial/Ethnic Balance

Monarch Learning Center Charter School will implement student recruitment strategies designed to ensure a racial and ethnic balance among its student population that is reflective of the Redding School District and the general population of the community. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220.

Element H: Student Admission Requirements

Monarch Learning Center shall admit all students who wish to attend the school and who submit a timely application, unless the Monarch Learning Center receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B).

Monarch Learning Center is a school of choice. Its program is open to all students residing in Shasta County and all contiguous counties. The California Charter Schools Act of 1992 provides for a lottery method of selection from those interested in the school when the school has reached full enrollment. This process makes access fair and equitable, and helps the school maintain a heterogeneous student population while allowing for equal public access.

Prospective students on the school's waiting and lottery lists who will be five years old by December 2 may begin kindergarten on the first day of the school year, if space is available and all enrollment requirements are completed.

Out of respect for the integrity of families, younger siblings (natural, adopted, or foster children) of currently enrolled students who are old enough to attend in the following school year will be given automatic enrollment if an appropriate space exists.

Monarch Learning Center has a minimum attendance requirement for continued enrollment of 95% attendance, including class days on campus, field study days and independent study.

Element I: Financial and Program Audit

1. Fiscal Services

Monarch Learning Center will conduct its financial operations through the business department of Redding School District. The Monarch Learning Center's administration will continue to work with Redding School District's director of business to improve the existing accounting and fiscal services system to allow easy access to services for Monarch Learning Center and needed information for Redding School District, preserving the academic freedom of the charter and meeting the Redding School District's oversight needs.

While an independent and direct funded charter school has the authority to contract out its fiscal services in any manner in which it chooses, the past and desired continuing practice of Monarch Learning Center is to contract vendor payments, personnel services, payroll processing and employee benefits, budget and expenditure reporting, ADA and other state reporting, annual audit, and other business services from Redding School District. These services and other contractual arrangements and costs are spelled out in a separate document called a Memorandum of Understanding (MOU) which may be updated annually between Monarch Learning Center and Redding School District without creating a material revision of the charter document.

2. School Budgeting

Under the current arrangements, Monarch Learning Center's budgeting and spending information is developed in collaboration with the Redding School District and is part of their overall accounting system. This makes all financial transactions absolutely transparent to Redding School District's scrutiny. Included in the current services arrangement contracted by Monarch Learning Center from Redding School District is the submission to the state department of all financial reports.

3. Financial Audits

To ensure transparency for Redding School District's oversight, Monarch Learning Center shall participate in the Redding School District annual audit. The audit will employ generally accepted accounting practices. The annual audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and will review the school's internal controls. In the event of any audit exceptions or findings, Monarch Learning Center will work with Redding School District to outline and implement a process that could reasonably lead to the resolution of the audit exceptions or deficiencies to the satisfaction of all parties.

4. Performance Reports

Monarch Learning Center and Redding School District will continue to jointly develop the content, criteria, timelines and process of an annual performance report. Monarch Learning Center will prepare and present a report before the School Board of the Redding School District in the spring of each year.

Element J: Discipline, Suspension and Expulsion of Students

Monarch Learning Center's discipline policy aims to treat each student as an individual person. Mistakes should be an opportunity for learning and growing. If a change in attitude or behavior results from getting "into trouble", then positive learning has occurred. The committed partnership of the parents with the school staff should lead to excellence in student behavior over time. Our goal is to prevent student suspensions or expulsions by being proactive through character education, mentoring and early intervention.

A director or the student's lead teacher may suspend a student for the rest of the school day, for a whole school day or for the rest of the day and the following day. Only a director may suspend a student for more than one and one half days. Suspension should be a period of reflection and "making it right" for the student.

While growth of the individual student is important, the needs of the school as a community must also be recognized. When a student has habitual bad behavior, when parents do not support school staff, when the student's interruptions are continually taking away from the school's program, when the student's behavior is creating an imbalance of the teachers' and directors' time, when the student chooses not to correct her/his behavior, then that student and family may be asked to leave the school.

Only the Monarch Policy Council may expel a student. The Discipline Committee of the School's Policy Council is the body which will convene to examine all evidence regarding a student's recommended expulsion. The Discipline Committee will treat all information with complete confidentiality. The Discipline Committee may refer a student to the Redding School District's School Attendance Review Board (SARB) for unacceptable behavior.

A student whose behavior constitutes an immediate threat to the health and safety of others will be suspended immediately. Suspension and expulsion information will be reported on Monarch's School Accountability Report Card (SARC).

Element K: Retirement System

Credentialed employees will participate in the State Teachers Retirement System as long as employed at Monarch under the rules of that system for teachers and administrators in California. Non-credentialed employees will participate only in the Federal Social Security system as their retirement plan. The Policy Council reserves the right to offer other retirement benefits to individual employees as a loyalty or longevity bonus.

Element L: Attendance Alternatives

Monarch Learning Center is a public school of choice. No student can be required to attend Monarch Learning Center. Likewise, Monarch Charter School is under no obligation to accept students transferred to or sent by any neighboring district or by the Redding School District. Enrollment occurs when a family has successfully completed the admission, waiting list, and lottery requirements and procedures.

Students who opt not to attend Monarch Learning Center Charter School may attend other district schools, other charter schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Students who withdraw from Monarch have no priority or privileged enrollment in any school of the Redding School District or any other public school in Shasta County. By California Education Code and by this charter agreement, withdrawing students must return to their district of residence for school enrollment, apply for and qualify for an interdistrict transfer agreement with another public school district, enroll in a private school, enroll in a registered independent study program, or apply to another charter school. Failure to be enrolled in school is a misdemeanor called truancy. When any student withdraws from Monarch Learning Center, the school will notify that student's District of Residence of the changed enrollment status.

Element M: Employee Rights

1. Monarch Employee Representation and Rights

Employees at Monarch Learning Center are employees only of this charter school and not of the Redding School District or any other Shasta County education agency. Employee rights, privileges, responsibilities, discipline procedures, and complaint processes are enumerated in the Monarch Employee Handbook. All sections of the education code pertaining to tenure, discipline, dismissal, or layoff are superseded by the language of this charter, and the policies, handbooks, and practices of the Monarch Policy Council.

2. Rights of Employees of the Sponsoring Agency

The employees of the Redding School District have no special employment or reemployment rights at Monarch. Likewise, employees of Monarch Learning Center have no special employment or reemployment rights with the Redding School District.

Element N: Dispute Resolution Process

1. Internal Problem Solving Protocols

Protocols for resolving problems within the Monarch Learning Center community are delineated in the Policy for Internal Problem Solving. The Redding School District agrees to refer complaints or other internal issues to Monarch's directors for resolution.

2. Dispute Resolution between Monarch and the Sponsoring Agency

Whenever either of the parties holds the position that a matter or issue is in dispute, it must notify the other party in writing either by personal delivery to an employee of the other party or by U.S. mail with proof of mailing of the following items:

- The topic of the dispute, and
- The facts that support its side of the case, and
- The resolution that the notifying party seeks.
- If the dispute involves possible revocation or non-renewal of the charter, this shall be specifically noted in this notice.

The party receiving notice of a dispute will have ten (10) school calendar days to respond in writing to the first party with the same three items and in the same manner as above. Either of the parties may contact the other after notification and response and request a conference session to explore opportunities for resolution.

In the event that the dispute remains unresolved, either party may suggest taking the matter for non-binding arbitration to a third and neutral party, either the county superintendent of instruction, another mutually acceptable civic leader, or a mutually selected licensed arbitrator or fact finder. The parties in the dispute, by agreeing upon an arbitrator, agree to share equally all costs associated with the hearing.

3. Charter Revocation

If the Redding School District believes that it has reasonable cause to revoke Monarch Learning Center's charter, Redding School District agrees to notify Monarch Learning Center's directors in writing, specifying the reasons for revocation. Redding School District agrees to grant the school reasonable time to respond to the notice and take any needed corrective action, unless the alleged violation presents an immediate threat to health or safety.

Element O: Labor Relations

Monarch Learning Center shall be deemed the exclusive public school employer of the employees of this charter school for the purposes of the Education Employment Relations Act (EERA). It is a public charter school and a public benefit non-profit corporation under the laws of California.

Element P: School Closure Procedures

Closure Protocol

Closure of the Charter School will be documented by official action of the Policy Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Policy Council will promptly notify parents and students of Monarch Learning Center, Redding School District, the Shasta County Office of Education, the Charter School's SELPA, the retirement systems in which the Monarch Learning Center's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Policy Council will ensure that the notification to the parents and students of Monarch Learning Center of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Policy Council decision to close Monarch Learning Center.

The Policy Council will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to Redding School District.

As applicable, Monarch Learning Center will provide parents, students and Redding School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Monarch Learning Center shall transfer student records to the students' District of Residence and any remaining records will remain on file at the Redding School District Education Center.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the Redding School District.

As soon as reasonably practical, Monarch Learning Center will prepare final financial records. Monarch Learning Center will also have an independent audit completed within six months after closure. Monarch Learning Center will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Monarch Learning Center is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Disposition of Assets

The Policy Council of Monarch Learning Center is the governing board of Monarch as a non-profit corporation and, with the approval of the Redding School District, may dispose of the assets of this corporation which includes school facilities and equipment without legal liens. It would be the intention of the Council to sell equipment without liens to satisfy any debts first, according to the provisions of the Education Code relating to the sale of surplus property, and with the approval of the Redding School District. Encumbered equipment and facilities would first be offered to the Redding School District, which would have the option of paying off existing debt with either Monarch funds or Redding School District funds. In the event the Redding School District has no use for such facilities or equipment, such facilities would be sold pursuant to the provisions of the Education Code. Under no circumstances may Monarch “donate” property without the express written consent of the Redding School District. Since the facility instructional building and site have been approved by the Department of the State Architect (DSA) and California Department of Education (CDE) and are usable by any public school entity, the final step in the disposition process would be to transfer the facility and remaining unsold assets to the Redding School District in recognition of its helpfulness in obtaining the facility in the first place.

Employees would be given 15 days to remove personal belongings from the site before any other disposition actions are taken.

Term, Severability & Miscellaneous Items

Term of this Charter

The renewal of this charter document on May 18, 2010 continues the operation of Monarch Learning Center Charter School, California Charter School #307, and extends its term for five school years, from July 1, 2010 through June 30, 2015.

Severability

This new chartering document replaces the previous charter document entirely. The written provisions of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Monarch Learning Center Policy Council and the governing board of the Redding School District. The Monarch Learning Center and Redding School District agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Hold Harmless

Monarch Learning Center, a corporation and public charter school, holds Redding School District harmless for the actions and activities of its students, staff, board members, and agents to the fullest extent allowable by law. The Redding School District holds Monarch Learning Center harmless for the actions and activities of its staff and agents. Monarch Learning Center accepts full responsibility for the performance of its students and Redding School District accepts full responsibility for the oversight of the charter in those areas and under the terms and conditions as defined by the Charter Schools Act.