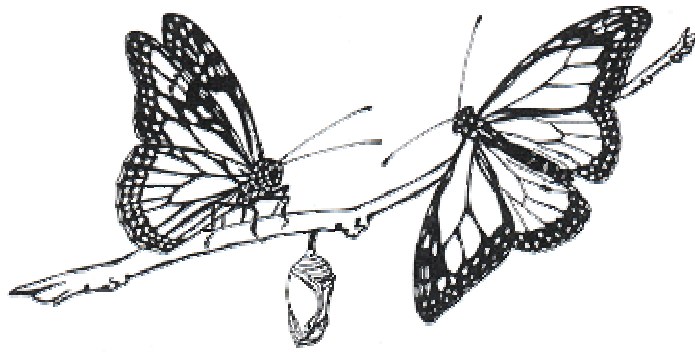


Monarch Learning Center Charter School



Introduction

School Location

Monarch Learning Center is California Public Charter School #307. It is identified by the California State Department of Education or 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 has a unifying natural science curriculum theme each school year in a three year cycle of Earth Science, Life Science, and Physical Science. Its program is designed for students who are interested in “how” things work, especially in the natural world. The Full Options Science System (FOSS), developed by the Lawrence Hall of Science, is the major science curriculum and source of materials. Field studies, garden plots, a study pond, and camping trips connect classroom explorations with the real world.

The enrollment is limited by design to an annual student body of 125 to 130 students. Monarch has had a waiting list of over 30 students per year. Its two and a half acre campus was approved for public school use by the California Department of Education in 2002 and has been beautifully landscaped by students, staff and parents. Monarch has an 8,000 square foot building made of modular school

buildings by Doupnik Inc., approved by the Office of State Architect. This facility provides five multi-graded classrooms, an office, multi-use room, a library area, a resource room, and restrooms to serve the five research-identified developmental learning stage groupings of its students.

History of the School

Monarch was originally founded by Krista Sterrett, M.A. and Stephen Essig, M.A. as the primary campus of Chrysalis Charter School in 1997. After two years, the families at the primary campus wished to have a full five-day-a-week site based program rather than the half home school, half school campus program offered through Chrysalis. The two directors, two assistant teachers and 38 families at Monarch drafted their own charter, circulated their own petition and found a separate sponsoring district. With 31 individuals purchasing shares in the school, \$18,000 was raised in the summer of 2000, staff was hired, a warehouse leased for six months, a charter school revolving loan sought, and school opened on the day after Labor Day in 2000.

Thus Monarch became its own new and separate Charter School which has grown in five years from its fifty-three K-3 students to its one hundred and thirty-member K-8 student body.

The Principals

The teaching staff (our six lead teachers) all possess California Clear Credentials. The two school directors are active in the classroom. Seven of eight credentialed staff have been involved in a Masters in the Art of Teaching Program through Simpson with seven of eight credentialed staff completing this Masters Program. There has been one credentialed staff change since the school's inception in 2000.

The school's two directors share 60 years of elementary public school classroom, site administration, curriculum, and program development experience. Krista Sterrett, the director of curriculum, was a primary teacher for 23 years prior to partnering to start Monarch. In her previous traditional teaching position, she used a team approach with a yearlong thematic program, Children First Learning Centers, developed in 1990 as the educational method to form self-motivated learners. Krista's research training includes Insights Science training, FOSS Full Option Science System training, Morris Mosier—Cross Curricular Integration, Math Land, Kim Sutton, Susan Kovalik, and Karen Olsen—Integrating Literature and Math, Total Reading, John Shefelbine—Phonemic Awareness, and Charter School Development Center's Leadership Institute.

Steve Essig, the Director of Business and science teacher, has over 30 years of designing and implementing science-based curriculum. He has been a classroom teacher for 17 years, science mentor for three, site principal for 4 years, and was the principal

investigator and director of Science in Rural California (SIRC) from 1992-1997. The SIRC project was an eight-year NSF elementary teacher training initiative involving 90 classroom teachers for the nine northeast counties of California in 21 days per year of intensive science methods. His master's thesis done in 1995 researched the lasting effects of the SIRC project 1987-1992. During the period of 1987-1995, Steve served as a national trials partner for Lawrence Hall of Science during the development of the FOSS Curriculum. Steve has also served as a staff developer for Project Wild, Project Learning Tree, and the California Science Implementation Network (CSIN). Steve drafted the petition and developed the sponsor relationship for Chrysalis, the first charter school in Shasta County and served as its administrator for four years.

Steve has held an administrative credential for over 20 years. He has 17 years experience as a line administrator with budgets between \$750,000 and \$1,000,000 to plan and monitor, and twelve to twenty five employees to supervise annually.

Jim Nelson is a biologist with the California Department of Fish and Game. Jim served as a unit manager for the Redding office of CDFG Unit 1 for ten years. He has been and has returned to field biology for the Department. He also currently serves as a wetlands permit arbitrator between landowners, developers, state and federal regulatory agencies. Due to his interest in the school and the enrollment of his youngest son, Jim has served as the school's Policy Council chair and the president of the nonprofit corporation. Jim has used his human relations and management skills to build the school governance council into a strong, active, and effective team. His leadership has also helped promote a vibrant and stable parent-family-school community.

Associations and Memberships

Monarch belongs to the California Charter School Association, Charter Voice and the CSDC (Charter School Development Center), the Northern California Schools Insurance Group, and the Shasta County Charter School Special Education Consortium. Monarch uses the firm of Smith, Minney, Young and Middleton in Sacramento as legal consultants.

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. The student at Monarch is a self-directed learner who is able to demonstrate, articulate, and evaluate what he or she learns. 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 personal and interpersonal. A respectful person employs understanding of self, others, life, interrelationships, and the physical world to act with value toward people, living things and the planet. Respect exhibits itself through care and integrity.

Understanding is 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 ups and downs of the learning process, and a high degree of intellectual risk taking. Excellence is the intersection of Respect and Understanding. An excellent person is one who judges others, not by appearances, but by the quality of their character and the depth of their thought. An excellent person wishes to be judged by this same high standard.

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 deep knowledge of our local biological and geological systems and link it with family power and concern.

Element A: Monarch's Education Program

A.1 Who is the school attempting to educate?

This school is created specifically for children who wonder and love learning about bugs, snakes, flowers, and stars. Our goal is to support that love and extend it to help create self-motivated, competent, lifelong learners. Our aim is to keep their natural, in-born 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 bugs, snakes, flowers and stars.

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

A.2 What does it mean to be an "Educated Person" of the 21st Century?

We believe that an educated person in the 21st century is literate in Language Arts, Science, Mathematics (the language of science), and Human History (Understanding), is physically fit and considerate of other persons (Respect), and expresses one's self regularly through the practical arts, music, and the visual and performing arts, and becomes a productive worker and is active in civic affairs (Excellence). As a metaphor of what an educated person of the 21st century does, Monarch 8th graders conduct a year long project in which they research, interview, write about and present a possible future career.

Monarch believes it is possible to offer an engaging, interesting and enjoyable school experience in which all state standards are embedded rather than are the driving force. We believe our students will do at least as well against state standards as a group as any comparable group in California. We also believe they will be self-reliant, competent, and motivated to life long learning.

Monarch organizes its chosen curricula around an annual science theme (real world based, see Science Literacy that follows). Its morning core classroom instruction addresses literacy in Science,

Mathematics, Language Arts, and History-Social Science and is aligned to California State standards in these core subjects. Its unique PM classes address literacy in Science, History, Visual and Performing Arts, Physical Education and Foreign Language and are also aligned to the state standards. In addition, at Monarch we believe that parents must pursue and provide outside of the school day those unique learning opportunities for each of their children that allow their children to develop those special talents and skills that each is gifted with. Together, the school's program and the parent community learning provide a whole education for the person of the 21st century.

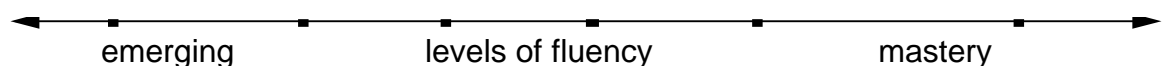
Character development occurs throughout the day with morning convocation and in each of the interactions we have with each other at Monarch through each day.

A.2.a Language Arts Literacy

Monarch students will acquire proficiency in reading and writing through the natural, universal, and sequential steps that research has uncovered in the acquisition of human speech and language. Each child will read and write daily but without pressure or judgment. Personal reading for meaning, information, and enjoyment will be stressed. Journal writing through the study of natural science will take place regularly. All students are expected to make natural and individual progress from emerging behaviors, through the guided skill steps of emergence, then through increasing levels of fluency, and, finally, onto mastery in reading first, then writing, and finally, spelling and grammar. At the primary and early elementary levels, student learning of phonics and the acquisition of phonemic awareness will be supported by a school provided workbook program required to be completed at home. A “neverstreaming” model of support for students whose developmental growth lags behind general chronological expectancies is in place. Students who appear “late bloomers,” who are behind their peers will receive the extra one on one help to support their natural developmental growth in the language arts.

Students are expected to exhibit literacy skill behaviors in speaking, reading, and writing along a developmental gradient during their experience at Monarch. Skill development begins with emerging behaviors, progresses along the gradient to beginning fluency, then through levels of increasing fluency, leading to the final stage of mastery.

Individual student progress will be reported to parents at conferences at the end of each trimester. The school has developed report forms to communicate this progress to parents and future schools.



Monarch students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression (written, oral, multi-media) with communication skills appropriate to their developmental levels and the setting and audience. Also appropriate to their developmental level, they will comprehend and critically interpret multiple forms of expression, including literature in various genres and from various periods and cultures.

A.2.b Science Literacy

The science curriculum of the school is organized around a year long theme for the whole school in a repeating three year cycle based on the traditional science strands of Earth, Physical, and Life Science. For instance, the theme for the 2003-2004 School Year is Earth Science: Living within Earth's Interacting Atmosphere and upon Earth's Changing Crust. The theme for SY 2004-2005 will be Physical Science: The Properties of Materials, and Energy and Motion Interactions. The theme for SY 2005-2006 will be Life Science: Living Things: Structure, Systems, and Interactions. Each classroom has two identified Full Option Science System (FOSS) modules to explore within the school wide annual theme each year (See FOSS Module Matrix). These three themes will repeat at the end of each three year cycle, creating a full year of scientific endeavor that allows each student three in depth experiences within a single science strand (Earth, Physical, Life) during their nine years (K-8) at Monarch. A matrix of this three-year plan is available.

Classroom instruction carried on by the classroom teacher is supplemented by field studies and camping trips related to the year's theme organized and conducted by a credentialed staff member. Students have at least 10 days in the field offered to them during the school year. The school also has developed its site to be an outdoor classroom with rock sorting areas, plant propagation area, classroom garden planter boxes, a fort construction area, and a 60,000 gallon study pond.

A description of expected student behaviors in science is fully explained in **A.3 How Learning Best Occurs**. Progress through fluency to mastery of the school science program standards will be reflected in the individual student assessment instruments from the adopted FOSS modules of the school's three year theme rotation plan and kept in individual student portfolios.

A.2.c Mathematics Literacy

In mathematics, Monarch students will learn “number” through experiences with the world through our annual science themes. Use of related mathematics within the annual science study will be an emphasis. Student mathematical thinking skills will be cultivated in the same developmental sequence as the science process thinking skills presented in detail in the paragraphs immediately above.

Monarch students will develop abilities to reason logically and to understand and to apply mathematical processes and concepts, including those within the strands of arithmetic and algebra, geometry, probability, pattern, and problem solving. A wide number of published and teacher developed programs will be used in the mathematics curriculum. There is no one, right way. It is the goal of Monarch’s curriculum to bring students to mathematics proficiency in accord with the California Mathematics grade level standards.

A.2.d Other Academic Areas:

PM 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. Field trips to cultural events and venues, “I Love Days,” special assembly programs will increase the possibilities. Parent choices in “community learning” will provide individual opportunities in language and math literacy and other areas, especially music, arts, practical arts, and physical education.

Students will explore speaking, reading, writing and listening in a language other than their native tongue. Students, consistent with their developmental levels, will understand key concepts of culture, historical eras, government, and law. Students will possess knowledge of the components of health and the development of physical fitness. Students will demonstrate expression through various forms of the arts and their ability to use technology.

A.2.e Personal Character Literacy

Monarch Charter School’s vision is based on the three character principles of Respect, Understanding, and Excellence as explained elsewhere in this document. These character principles are embedded in all school rules, all discussions of behavior, student self-discipline write ups, parent conferences and student study meetings, progress reports, and behavior plans. They are part of the language and culture of Monarch.

Monarch Policy/Document Referral

- Monarch Gradient Report Card
- California State Content Standards

A.3 How Learning Best Occurs:

At Monarch Learning Center we believe that a school needs to create individual programs for individual children. **There is no, one, right way.** At Monarch it is possible to design a school year and program that is unique for each child.

We believe that people learn best by developing their individual strengths and using these strengths to compensate for their personal weaknesses (Respect). There are endless possibilities for learning that depend on the learner's willingness to take risks in new situations while feeling safe (Excellence). At MLC we offer a unique home-like environment of multi-graded classes near 20, where students operate like a family of learners more than a class. Purposely, MLC is a small school in size, with a maximum enrollment of 130 students where families regularly come together, and, where everyone is known by every other--student, staff member and parent--where concern for each others' behavior and well being is evident (Respect). The school is purposefully located in a building with bathrooms and kitchen within and a playground that is an outdoor learning and discovery place. Parent choices about learning for their individual children are accommodated and honored through planning and revision of the school year plan for each child. Through the community-learning requirement, parents actively teach and provide learning experiences that fit their children's needs and the values of their family. Parents can count on their child'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.

MLC has a natural science emphasis that is designed to draw children and families with a deep interest in the natural world. This emphasis thematically leads the curriculum. Reading, writing, and speaking are connected together through a big yearlong natural science theme. We want our students to learn to read the tracks of the past in the landscape and to recognize and read the signs of the seasons on their own in the field (Understanding). Our students will be lead to open their eyes to geologic change and balance (wearing down, tearing, moving, and colliding) of our planet's surface. Our students will also be exposed to the creating of new possibilities on our planet through life's use of overlapping webs of living and non-living networks (building up). "Out in the World" trips and camping field studies are frequent and an integral part of MLC family community experience.

Monarch has organized its classrooms around the developmental learning theory research base created by Dr. Lawrence Lowery, PhD, professor emeritus, University of California, Berkeley and which is the educational philosophy underlying most of the science curriculums created by the Lawrence Hall of Science located on the Berkeley campus. The best summary of this educational philosophy can be found in two monographs by Dr. Lowery, entitled the Biological Basis for Thinking and Learning and the Nature of Inquiry.

A.4 Student Developmental Groupings

Human beings are pattern seekers. Humans can contemplate the outer edges of the universe or the inner workings of the atom. No other creature can imagine the future or reconstruct the past beyond the limits of its own life. The brain is the physical organ where this contemplation takes place. However, the thinking is really the ghost in the machinery. Thinking is beyond the physiological attributes of the brain's structure. Researchers have come to understand that thinking depends on other physical attributes. We are not born with our thinking capabilities completely in place. Human thinking develops sequentially over time. There is a biological foundation for our thinking. It is dependent on human growth, experience and development. Since the early findings of Piaget, 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 these pattern-seeking or levels of science literacy thinking among elementary age students are summarized below. These five stages are the underpinnings of the placement of students into the five multi-graded classrooms at Monarch.

A.4. a Students in the Resemblance Sorting Stage

Room 1: Monarch's Preschool, Lower Primary Classroom

Ages 5-7: traditional grades Kindergarten and First.

Students at this level use the science process skills of observing, communicating, and comparing within their personal experiential repertoire. At this stage student behavior centers on pairing objects that share a similar single attribute or characteristic, using one to one correspondence to sort by resemblance according to their own personal experience repertoire. This stage is characterized by the child's ability to compare one action with another, or to pair objects on the basis of one property such as color, shape, or size. The thought is carried out in advance of doing the pairing. Jean Piaget's life work called this stage the "Pre-operational Stage."

A.4. b Students in the Consistent Sorting Stage

Room 2: Monarch's Primary Classroom

Ages: 6-9: traditional grades First, Second and Third

Students at this level use the science process skills of observing, communicating, comparing, and grouping within their personal experiential repertoire. At this stage student behavior centers on organizing objects into groups that share a similar single attribute or characteristic. Students put many things together and they can return the objects to the way they were, again based on the attribute groupings they have learned in their previous repertoire building. Their sorting or groupings are consistent and exhaustive. Arrangements made by the child will use up all the pieces in the set. When grouping objects, the child will give a rule that is logical for all the objects within the set. For example, if the child puts all the blue objects together from the array of objects, the child will continue to sort the yellows, reds, and other colors into groups and say, "I've grouped all these by their colors." Jean Piaget called this state "Early Concrete Operations."

A.4. c Students in the Multiple Membership Classifying Stage

Room 3: Monarch's Elementary Classroom

Ages: 8-10: traditional grades Second, Third, and Fourth.

Students at this level use the science process skills of observing, communicating, categorizing, and classifying within their personal experiential repertoire. At this stage student behavior centers on organizing objects and ideas into rearrangeable groups that share more than one attribute or characteristic at the same time. Students at this age enjoy the simultaneity of ideas as they formally classify by multiple similar characteristics rather than simply group or sort. The student can classify an object into more than one category at the same time or into one category based on two or more simultaneous properties. Jean Piaget's label for this stage is "Late Concrete Operations."

A.4. d Students in the Inclusive Reclassifying Stage

Room 4: Middle School Classroom

Ages: 9-11: traditional grades Fourth, Fifth, and Sixth

Students at this level use the science process skills of observing, communicating, categorizing, classifying, and relating within their personal experiential repertoire. At this stage student behavior centers on organizing objects and ideas into rearrangeable groups that can be made subordinate or super-ordinate to each other. One characteristic of this stage of thinking is the emergence of deductive reasoning, which allows the student to logically make inferences between the more general and the less general. The patterning ability of the student at this stage is characterized by the

inclusion of one or more classes of objects within a superordinate class of objects. The student can recognize that the whole (larger class) is equal to the sum of its parts (the subclasses) and there is a logical relationship between the larger and smaller classes. Students start to realize that the larger classes are only idea classes not based on reality. For example, there are no birds. "Bird" is an idea. Only individual species exist, called robins, crows, owls, buzzards, etc. For the first time, true formal experimentation (using only two variables, one of them controlled for scientific comparison of results) can take place, rather than childhood experimenting or tinkering which causes change from several factors without regard to control. Students at this age begin to enjoy the subordinate and superordinate relationships between objects, living things, and ideas, like the fact that adults and children are equal subordinate groups within the super-class of human beings. Everything can be included if not by similarity of attributes, by a cause and effect, part to whole, group to class, and other relational attributes. Jean Piaget describes this stage as "Early Formal Operations."

A.4. e Students in the Horizontal Reclassifying Stage

Room 5: Junior High School Classroom

Ages: 10-13: traditional grades Sixth, Seventh, and Eighth

Students at this level use the science process skills of observing, communicating, categorizing, classifying, relating, and inferring within their personal experiential repertoire. At this stage student behavior centers on organizing objects and ideas into rearrangeable groups that can not only be made subordinate or superordinate to each other but that can be rearranged to include all possible permutations. A student at this stage can classify objects by one or more attributes, then reclassify them into numerous different ways, realizing that each way is possible at the same time and that the choice for the arrangement depends on personal purpose. Given the goal of locating information, the student selects only the content (as the organizing attribute allows) because the other attributes are not useful in achieving the research goal.

Also at this level, the first logical thinking about ideas remote in time and place are possible. In addition to the logical thinking about ideas remote in time and place and formal experimentation using a controlled variable, students at this level can build and understand models to represent their theoretical ideas. This is the stage referred to by Piaget as true "Formal Operations."

A.5 Enabling students to be self-motivated, competent, life-long learners.

A.5. a Student Groupings & State Standards

Monarch is purposefully organized around multi-graded, multi-age classrooms based on the five developmental thinking levels described above. The directors of the school, in consultation with parents and the student's teachers, will place new students into the most appropriate developmental thinking group and change the placement of existing students whenever their classroom behavior warrants movement to the next level. Social and behavior skills and student self-confidence in academics will also be factors in student placement.

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 against these grade-level standards annually on the School Accountability Report Card (SARC). Teachers should be able to educate parents as to these standards for the grade level(s) of their students and to report to parents on individual student growth against these state grade-level standards.

To make sure each student reaches his/her individual potential, Monarch uses a "student study team like" approach in the placement of students. This process involves a team of parents, teacher, director and specialists reviewing past school test scores, observational notes, current classroom work, and newly gathered standardized test scores. Through this individual placement process, students with other primary languages (ELL), with physical or learning disabilities (IEP), late bloomers (below basic), and the gifted (advanced) are identified and have their needs planned for.

A.5. b Low Achieving Students

Monarch Charter School uses its annual state testing program to track the proficiency performance of its students. Each summer, student scores are reviewed. When staff return in August, test result tracking forms for Reading, Written Language, and Mathematics, using the Stanines on the National Normed section of the test and the Proficiency Designations of the California Curriculum Standards portion are completed for each student by the teacher who will have the student when school resumes. This provides a record of student progress over time. In consultation with the school directors, teachers identify through this process which students will participate in the school's afternoon tutorial program.

Using a decline of more than one stanine in the normed portion of the testing or a stanine of 3 or lower, and the below basic and far below basic designations on the annual state standards portion of the STAR testing program, students are selected for this tutorial. Each classroom teacher tutors their own low achieving students, creating a real connection between the core curriculum and extra help.

A.5. c High Achieving Students

Monarch Charter School's multi-aged classrooms are created purposely to allow for the movement of students between classroom learning stations based on student skill and need rather than chronological age. In addition to the school's purposeful classroom organization, Monarch provides a broad, enriching, changing and engaging PM class program for all its students. Even within these diverse PM offerings, students and families have choices and special programs on and off campus, with school staff or with others that can be created to meet the individual needs of highly motivated, high achieving students. There is no one way. As families and students speak up, they become partners in creating the learning environment that best connects student interest to high achievement.

A. 5. d Students with IEPs and Special Education Needs

Monarch Charter School was one of the founding partners of the Shasta County Charter School Special Education Consortium, allowing five charters schools with students in grades K-12 to pool their special education financing from the Shasta County Special Education Local Planning Agency (SELPA) and hire the credentialed specialists or contract for the special services for the identified students within its combined student bodies. Monarch has its own Lead Education Agency (LEA) status within the Shasta County SELPA. The rules of membership and operating procedures under this special education consortium for both Monarch and its sponsoring agency are part of the "Memorandum of Understanding" between Monarch Charter and its sponsor.

In addition to serving students at Monarch who enroll with an IEP, Monarch and the Consortium subscribe to a neverstreaming model of service delivery as its primary mode of service delivery. Students will be serviced at the first sign of academic need, will have services initiated by site student study team action, receive assistance through collaborative and cooperative teaching strategies and placements, and each student will fully participate in the core curriculum in a mainstreamed classroom environment.

A.6 The School's Program & Community Learning, (the "More")

One of Monarch's essential beliefs is a true working partnership between parents and school staff in the education of children. Therefore, there are three levels to the instructional program at Monarch Learning Center that allow this partnership to take place. The first level is the school program: its morning instructional core and afternoon classes. Credentialed teachers provide the morning instructional core. Our credentialed teachers and experienced outside experts provide the rich and varied afternoon classes. Families provide the second level: community learning which is nicknamed the "more." The third level is the use of independent study as an instructional method.

A.6. a The Daily Program

The school currently provides a daily math, language and science literacy core each morning. Monarch's instructional calendar offers 180 school site days per year. In the afternoons, Monarch offers classes like the activities listed below:

- Community service projects.
- Music, choral and instrumental
- Crafts, Ceramics, Drawing
- Dance
- Story Time with art, music
- Karate, swimming, tennis, roller skating and other PE activities
- Book Circles and Writers Circles, School Newspaper and Yearbook
- Strategy table and computer games

A.6. b Required Instructional Minutes

Between these morning core days and afternoon class days, Monarch will meet the required state annual instructional minutes requirement for all grade levels: Kindergarten at 36,000 annual minutes; grades 1-3 at 50,400 annual minutes; and grades 4-8 at 54,000. The following chart shows our current schedule, which provides instructional minutes in excess of the state requirements.

<u>Grade Levels</u>	<u>Calendar Days</u>	<u>AM Minutes</u>	<u>Monday Mondays</u>	<u>Monday PM Minutes</u>	<u>Tues-Fri AM Minutes</u>	<u>Tues-Fri PM Minutes</u>	<u>Total Annual Minutes</u>
	8:30	12:15	8:30	2:00	8:30	3:00	
Kindergarten	180	225					40,500
First Grade	180	195	29	60	134	120	52,920
Second Grade	180	195	29	60	134	120	52,920
Third Grade	180	195	29	60	134	120	52,920
Fourth Grade	180	205	29	60	134	120	54,720
Fifth Grade	180	205	29	60	134	120	54,720
Sixth Grade	180	205	29	60	134	120	54,720
Seventh Grade	180	205	29	60	134	120	54,720
Eighth Grade	180	205	29	60	134	120	54,720

A.6. c Camping Trips and Field Studies

One week of each calendar month will be set aside so that students by class can get out in the field, the real classroom. Regularly, this is a natural environment, a public place, within 30 minutes drive in Shasta County, like the Redding Arboretum. One field study day per month for each classroom will be scheduled at the beginning of each school year in a pattern that will be consistent throughout the current school year.

One fall, one spring, and one end of the year (for 3 total) school camping trips will be scheduled. Monarch is a natural science school and camping trips are an integral part of its program. Families will discover how community-building these trips are. School camp trips are part of the 180-day instructional year and may require parent overnight attendance and include a weekend day to increase the possibility of parent attendance, especially for our youngest students. Camp trips are scheduled for a Sunday through Tuesday and/or Thursday through Saturday. Having two choices during a camp week allows for greater parent participation as well. Credentialed staff members are present and run the camping and field study events. Parents in the community pool this overnight chaperoning responsibility like carpooling. For the upper elementary classes, additional chaperoned student camp trips may be planned so that all students in the older classes can attend and be chaperoned by volunteer parents and school staff.

A.6. d Community Learning, (commonly referred to as the "More.")

Research shows that students do best (acquire skills faster and deeper) when their parents are equally involved with the teaching staff in providing learning time and mentoring for their children. Therefore, the school has established a Community Learning component—meaning simply the learning provided and supervised by parents. As parents think for a moment, they soon realize that Monarch is actually recognizing the importance of the effort parents are already putting into their children outside of society's traditional school day and is incorporating this intentioned parent activity into the educational program of Monarch. This is not part of the regular school day, and, while the school's funds do not support the activities parents choose, the school recognizes the value of this parent choice in creating the educated person of the 21st century.

Community Learning done by parents are all those things that good parents already do because they believe these activities will result in developing: responsibility, citizenship and sportsmanship, special academic skills, industrial and sport skills, pursuit of individual personal interest and talents. Community Learning, the "More," includes dance lessons, using recipes to cook, caring for a handicapped grandparent, attending 4-H and scouting events, participating in Pop Warner football or the recreation department soccer team. It includes music lessons, karate lessons, watching a

regular educational TV series to develop knowledge or skill. It includes skill building and learning through self-directed educational computer software. It does not include entertainment or just passing the time.

A.6. e Using Independent Study as an Instructional Method

Independent Study is an allowable method of instruction in a California School when the right conditions are met. Monarch recognizes that some parents have been, want to be, or want to continue to be more involved in their child's school calendar and education than just sending their child to class or meeting Monarch's Community Learning requirement.

Monarch requires that every enrolled student attend class at least two days per week (or the same number of days per month as two days times the number of weeks that month).

In accordance with California law, Monarch has drafted, had reviewed for compliance, and has adopted its own Independent Study Policy and Master Agreement. An independent study agreement must be completed and signed before any independent study can begin. I.S. is conducted under the supervision of the classroom teacher who gives assignments for the independent study option at the beginning of each calendar month. An I.S. agreement is good for half (1/2) of the school year and must be renewed. Parents must keep careful records of all I.S. work completed to be awarded attendance credit for the I.S. Any parent wishing to use Independent Study should see their child's teacher as soon as possible to obtain this Policy and complete the Master Agreement. Monarch's Independent Study follows all applicable law and time values for attendance credit are calculated only by the child's credentialed teacher

A.7 The School Day, Lunch, Class Size

A.7. a Currently, the school day begins at 8:30 AM. Supervision of students begins one hour earlier. The suggested school day for kindergarten students ends after the AM instructional period (currently at 12:15 PM), however kindergarten student participation in our PM classes is allowed.

A.7. b Conference Days. The school schedules several days per year for parent teacher conferencing and reporting. The first week of the school year is pre-conference week, a conference week at the end of the first trimester in November, a second conference at the end of the second trimester in March, and final conferences during the last week of class in June. All students are dismissed after morning core classes on conference days. No lunch program is offered on conference days.

A.7. c Lunch Program. Monarch currently offers the state and federal lunch program. Students may qualify for free or reduced meals or buy a prepared lunch or milk on any day afternoon classes are offered and the Redding School District lunch program is in operation.

A.7. d Class size in grades K-1-2-3 will be between 19-22 students with 20 students the desired maximum. Class size in grades 4-8 will be between 20-27 students with 24 students the desired maximum. The school's enrollment is capped at 130. The school maintains waiting lists to allow for mid-year enrollment. The school conducts an annual lottery in the spring each year. Those participating in the lottery have priority for any enrollment vacancies. An immediate lottery is held whenever the original lottery list is exhausted and only waiting list applications remain.

Monarch Policy/Document Referral

- Placement of Students Policy
- Student Use: Workbooks, Equipment, Student Dress Policy
- Independent Study Policy
- Biological Basis of Thinking and Learning, L.F. Lowery

Element B: Measurable Student Outcomes

B.1 Introduction

Monarch Learning Center Charter School believes that children are more than just students. They are valuable human beings and the progress of their character development will have as much importance to the school community as their academic progress. As an educational community, Monarch Learning Center has goals and seeks outcomes for its students that are both social and academic. These are not easily defined as goals and even harder to predict—because people are variable as well as valuable individuals. We want our students to become respectful, understanding (both knowledge and skills), and excellent people. This growth will be measured by staff observation and reported to parents on the school's gradient report. Therefore, double goals of character excellence and academic excellence are tantamount to Monarch's vision.

By school year 2005-06, Monarch will be prepared, through the use of software like Edusoft, to demonstrate that its chosen curricula do indeed contain all California state standards, and to report to parents the individual student attainment towards these standards.

Students with special learning and physical needs and with other primary languages have their programs modified to address their specific need.

B.2 Desired Outcomes in Academic and Character Development

- a. All students should make regular annual progress on the school's gradients for Respect, Understanding, and Excellence.
- b. 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. Samples of work will be saved in student benchmark portfolios transferred from classroom to classroom for students to provide evidence of their growth and to demonstrate ownership of learning.
- c. Eighth grade student projects, required for graduation, will also serve as evidence of a self-motivated, self-directed learner.

B.3 Core Academic Skills: Monarch students are expected to demonstrate appropriate age, developmental or grade level mastery of the following skills as described in the California State Content Standards.

- a. **Language Arts:** Students are expected to exhibit behaviors consistent with their chronological age and developmental level in all strands of the language arts content standards for their grade level outlined in the California State Language Arts standards during their experience at Monarch.
- b. **Science:** Students will successfully utilize the scientific inquiry of their developmental level to understand and apply major concepts in earth, physical, and life sciences. Students are also expected to exhibit behaviors consistent with their chronological age and developmental level against the California State Science standards embedded in the school-adopted curriculum during their experience at Monarch.
- c. **Mathematics:** Students are expected to exhibit 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 during their experience at Monarch.
- d. **History/Social Studies:** The study of humans as the dominant species in our immediate and global environment, and their interactions with each other and the environment will be the topic of history. 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.
- e. **PE, the Arts and Other Academic Areas:** PM classes organized by the school and run by staff, parents, and consultants will offer many possibilities for students in the fine arts, practical arts, foreign language and physical education. California State standards for the Visual and Performing Arts (VAPA) will serve as guidelines for fine arts offerings.
- f. **Character Development:** Students, consistent with their developmental level, will demonstrate strong initiative, leadership and citizenship skills through involvement in various service projects. They will also 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.

Element C: Methods to Assess Pupil Progress

C.1 State Testing Program

Since students in a charter school are required to participate in the California STAR program, the students at this school will take the same state tests at the same time and in the same manner as students in traditional public system. This annual test will provide data for the school community, the sponsor district, and the public at large.

C.2. Government Testing Programs

Monarch Charter intends to comply with all testing and accountability requirements of the state and federal governments.

The API (Academic Performance Index) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. There are annual growth targets and statewide rankings.

The AYP (Annual Yearly Progress) is a federal report created by the No Child Left Behind Act and requires that all students perform at or above the proficient level on the state's standards based assessments by year 2014.

Monarch's annual test results can be viewed on its annual SARC, School Accountability Report Card, which can be found in the directory menu of the school's web site: www.monarchkids.com

C.3 Goal & Methods to Assess Student Progress Toward Outcomes

Monarch students will demonstrate grade-level proficiency, or appropriate progress toward proficiency, to show one or more grade level's worth of progress 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). Performance standards and assessments for English language learner (ELL) students will be in accordance with the state adopted English Language Development (ELD) standards and test (CELDT).

Outcome	Curriculum	Assessment
Language Arts Literacy	<ul style="list-style-type: none"> • Reading Groups • Journals Writes • Shares, Reports • Discussion • Partner Reads • Book Circles • Performances • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom tests, work products • Student portfolio pieces • Book reports • Reading Inventories • Student Presentations • Benchmark assessments
Science Literacy	<ul style="list-style-type: none"> • FOSS Curriculum • AIMS/GEMS units • Field Studies • Camping Trips • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom and FOSS tests and work products • Student projects and presentations • Benchmark assessments
Mathematics Literacy	<ul style="list-style-type: none"> • Saxon Math • Group Investigations • FOSS activities • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom and Publisher tests • Projects and Simulations • Benchmark assessments
History Social Science Literacy	<ul style="list-style-type: none"> • PM Classes • Field Trips • Living Days • Houghton-Mifflin texts • School-adopted curricula 	<ul style="list-style-type: none"> • California State Tests • Classroom tests • Reports and Projects • Benchmark assessments
Character Literacy	<ul style="list-style-type: none"> • Morning Convocation • Classroom entropy plans 	<ul style="list-style-type: none"> • Teacher observation • Trimester gradients • School behavior records
PE	<ul style="list-style-type: none"> • PM classes • Community Learning logs 	<ul style="list-style-type: none"> • Participation records • Physical Fitness tests
Arts	<ul style="list-style-type: none"> • PM classes • Community Learning logs 	<ul style="list-style-type: none"> • Participation records • Student products/portfolios • Performances
Foreign Language	<ul style="list-style-type: none"> • PM classes 	<ul style="list-style-type: none"> • Participation records
Technology	<ul style="list-style-type: none"> • Word processing, research • Drawing, Power Point 	<ul style="list-style-type: none"> • Student projects

C.4 Annual Parent and Student Surveys

Each year the school will conduct a confidential survey (respondents not identifiable) of the parent or guardians of each student's family and of each student. The results will be tabulated by a neutral third party service. The summary of this survey will be made available to the sponsoring agency and to any member of the Monarch community or the public at large upon request.

The survey will annually ask parents this important question: "Is the school helping your child succeed?" Two additional questions about the entire school program or about one academic area will be added by staff similar to: "What areas of the school are you especially happy with?" and "What areas of the school do you think need improvement?"

Each survey will also contain student versions of the same three questions. Parents of students below 3rd grade will be asked to transcribe their children's responses, while older students will write their own responses.

Staff at Monarch will use the results of this annual survey during its new school year in-service days every August in order to make continuous improvement to the school program. See Methods of Charter School Self-Improvement below.

C.5 Methods of Reporting Student's Progress to Parents

One of the most important reasons for evaluating a student's learning progress is so the student can see evidence of progress and self-growth. Creating external evidences of competence creates the self-confidence necessary for setting goals for one's life.

Another reason for determining a student's progress is to communicate to parents. The best communication is rich, verbal, and timely. Monarch Learning Center will emphasize this in addition to written records.

By school year 2005-06, Monarch will be prepared, through the use of software like Edusoft, to report to parents individual student attainment of state content and performance standards.

C.6 Student Work and Portfolios

Developing portfolios by which students can observe and take ownership of their growth is an important part of this school vision. Each teacher will assist students developing a portfolio during their Monarch stay, its main purpose being to help students and their families view their achievements. Teacher and parent guidance during the early developmental stages of learning about what should go into a portfolio is valuable to the student's sense of accomplishment and sense of self-judging works that are growth

bench marks. Annually, working portfolios will be culled to bench mark portfolios through a series of conferences between students and their teachers. Bench mark portfolios will progress with the students through the classrooms at Monarch.

C.7 School Reports and Assessment Gradients

Monarch uses a trimester written progress report for parents in a gradient format reporting student progress in the developmental stages of reading, writing, and mathematical literacy as well as gradients for social studies and science literacy and the charter principles of respect, understanding and excellence. It is our goal in the future for students and their teachers to plot together student growth points and progress points on these gradients by school year trimester during their Monarch stay. These gradients will be part of a student's portfolio and shared with parents at conference time.

In addition to the school's gradient report card, written progress reports in formats developed by each classroom teacher will be provided to parents at the two trimester conferences and at the end of the year.

C.8 Methods for Charter School Program Self-Improvement

Staff at Monarch will use the results of the annual parent and student survey, and the student body and individual student reports from the state testing program during its in-service days every August to evaluate the prior year's success and to plan for continuous improvement to the school program.

Individual student state test reports will be monitored closely by the classroom teacher receiving students from another classroom and keeping students from the prior year at these August staff in-service days. Students who score at basic or below in any given area on the previous year's State testing will be identified and placed in the school's neverstreaming program or in the after school tutorial program. Likewise, the implementation of software like Edusoft will enable the school to use multiple and self-created assessments to monitor student growth. This new data source will be used as well to monitor individual student proficiency and to provide extra support for students who are "below" state standards.

Monarch Policy/Document Referral:

- Gradient Report Card
- Student Placement

Element D: Governance Structure of the School

D.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.

D.1.a The School Community: The many separate but overlapping communities at Monarch Learning Center (students, their parents, and relatives of students; school staff--teachers, directors, others; the sponsoring authority and its administrators; the neighbors near the school site; the businesses and tax payers in the Redding community; city and county government). All have the right and obligation to voice concerns and give constructive input to the school.

D.1.b 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.

D.1.c 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.

D.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 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 by the bylaws of the Corporation. Other non-voting individuals in the community may serve on the Policy Council as outlined in the bylaws. (Refer to Monarch Corporate Bylaws)

D.3 Formal Governance Structure

Monarch Learning Center Charter School has constituted itself as a California Public Benefit Corporation pursuant to California laws and has articles of incorporation filed with the California Secretary of State. The school will be governed according to the bylaws adopted by its incorporators who are listed in the original

articles of incorporation. These bylaws (refer to document separate from this Charter) have been subsequently amended to the current Bylaws of the Monarch Corporation pursuant to the amendment process specified in the original bylaws and will hereafter be amended again according to the currently adopted bylaw amendment process.

D.4 Policy Council: Its Governance Team Responsibilities

Monarch Learning Center is governed by its Policy Council as a group, not by individual members. Together the Policy Council and the School Directors form a governance team, who collectively share the responsibility for building school unity and a positive organizational culture.

D.4.a Duties of the Policy Council as a Group:

- involve all segments of the school community in the continual development of a common vision for the school centered on student learning and achievement and responsive to the needs of all students
- ensure a safe and appropriate environment for all students
- adopt and update the policies necessary for the efficient functioning of the school and the implementation of the school's vision
- after interview and recommendation of the directors, hire school staff who will successfully implement the vision and policies of the school
- provide direction to the school's administration and support directors so that the school's vision, goals and policies can be accomplished
- set and maintain accountability and evaluation goals for student learning and employee performance
- conduct regular evaluations of the directors against the vision, goals and policies of the school and the directors' abilities to hold school personnel accountable to the same
- understand the difference between council and director roles and refrain from performing management functions that are the responsibilities of the school's directors
- adopt a fiscally responsible budget and regularly monitor the fiscal health of the school
- serve in accordance with law, school policies, and personnel procedures.
- convene when necessary as a judicial and/or appeals body

D.4. b Duties of the School Directors:

- promote the success of all students and keep the Policy Council and all segments of the school's community focused on student learning and achievement
- support and advocate the school and its vision

- recognize and respect differences of perspective and style among persons on the Policy Council and in all segments of the school's community and ensure that a diverse range of views are presented to the Policy Council in the decision making process.
- serve as a model for the value of lifelong learning and advocate for and support staff development
- understand and respect the role of the Policy Council as representatives of the community and the director's role as manager of the school with day to day responsibility for building unity of purpose, a common vision, and a positive organizational culture
- understand that final authority and decision making rests with the Policy Council as a whole body;
- provide the Council with guidance and advice in decision making
- communicate openly with trust and integrity, act with dignity, treating everyone with civility and respect, and understand the implications of demeanor and behavior
- provide all members of the Policy Council with equal access to information, and recognize the differences between responsive, anticipatory, and confidential information.
- fulfill the responsibilities of an individual member of the Policy Council.

D.4. c Duties of Parent Classroom Representatives:

- work one-on-one with the classroom's teacher about program needs and organize parent volunteers to meet those needs
- facilitate communication between home and school and ensure that information is disseminated to families within that classroom, clearing any written notices in advance with the classroom teacher and the directors
- serve as mentor for new families in the classroom and provide information and assistance about charter family responsibilities
- serve as liaison between the school and the families of the class, answering parent questions, accepting and gathering concerns and opinions, and bringing these as necessary to the policy council
- communicate openly with trust and integrity, act with dignity, treating everyone with civility and respect, and understand the implications of demeanor and behavior
- fulfill the responsibilities of an individual member of the Policy Council.

D.4.d Duties of Individual Policy Council Members:

- keep the learning and achievement of all students as the primary focus of the school and will be continuously guided by what is best for all students in the school
- focus attention on council duties of goal setting, policy making, and evaluation
- understand the difference between Council and director roles and refrain from performing management functions that are the responsibilities of the school's directors
- present the school's policies, programs, priorities, and progress accurately to the public
- tell the truth, share personal views, work for consensus, and respect the majority decisions made by the Council
- operate openly with trust and integrity and govern in a dignified and profession manner, treating all persons with civility and respect
- understand the implications of demeanor and behavior
- encourage differing opinions and listen with an open mind to council members and members of other segments of the school's community
- be fair, just, and impartial; make decisions based on fact rather than supposition, opinion, or public favor
- understand that "decision authority" rests with the Council as a whole and not with any individual
- keep confidential matters confidential, never disclosing information that is legally confidential or that will harm the school
- study meeting agendas and related materials, prepare for meetings, and seek information in advance of decisions
- understand the role of a "fiduciary" and serve faithfully in this role in budget and fiscal matters
- comply with legal requirements regarding conflicts of interest
- participate in professional development and commit the time and energy necessary to grow as an informed and effective governance team member

D.5 Development of the Monarch Policy Council as a Board

During March of 2004, fourteen parent and staff members attended a three day state wide conference sponsored by the California Charter Schools Association. Plans are being made for board member development as a recurring activity in Monarch's future due to group learning at the conference.

Monarch Policies/Document Referrals:

- Corporate Bylaws
- Council Policies

Element E: Employee Qualifications

E.1 Core Subject Credentials

- Monarch will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. 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.

E.2 Employee Qualifications

E.2. a Standards Used in Selecting

- Monarch Learning Center solicits employee candidates from among known individuals with proven dedication and excellent reputation within the education community in Shasta County or advertises open positions through California charter school networks and associations. It also seeks potential candidates through the already interviewed candidates on file with its sponsoring authority. Monarch purposely contracts with its sponsoring agency for the hiring process to ensure that FBI and Department of Justice criminal background checks take place and that all other credential and requirements of law are met in the process of staffing the school.

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E.2. b Qualifications of Employees

- Schools are intensely and entirely “people” organizations. A school’s whole purpose is the growth and development of the student. The character of each school employee contributes to or detracts from the character of the school. Monarch employees need to be intensely positive people as described below. Research attests to the prime importance of a positive and trusting relationship between learner and teacher as foundational to academic success. Only when a child trusts enough in the learning environment and the adults who manage it to take the required risks will learning occur. Without an encouraging and trusting adult at the learner’s side, the frustrations of the uphill side of the learning cycle may be too much for the learner to persevere.
- People are what they repeatedly do. Excellence is, then, not an act but a habit. Staff members who truly are persons of Respect, Understanding, and Excellence are Monarch’s most valuable assets. Staff must understand these school principles thoroughly, demonstrate them in their personal behavior, and lead students through modeling and discussion toward growth in the three principles. These three school principles are explained in detail in the school’s charter document.

E.2. c Health and Safety of Employees

- To ensure the safety of the school community, employees submit to the full employment process of the sponsoring agency which includes health screening, TB screening, and criminal background checks. Monarch annually in-services 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.

E.3 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 does 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. Consult the school’s Employee Handbook for full details about employees.

E.4 Key Employee Positions

- E.4. a School Directors are the day to day managers of the school. These individuals must be highly experienced classroom educators who fully understand developmental learning. Directors assist with instruction in all the ways they are capable; they must also possess the following qualities:
- promote the success of all students and keep the Policy Council and all segments of the school’s community focused on student learning and achievement
- support and advocate the school and its vision
- recognize and respect differences of perspective and style among persons on the Policy Council and in all segments of the school’s community and ensure that a diverse range of views are presented to the Policy Council in the decision making process.
- serve as a model for the value of lifelong learning and advocate for and support staff development
- understand and respect the role of the Policy Council as representatives of the community and the director’s role as manager of the school with day to day responsibility for building unity of purpose, a common vision, and a positive organizational culture
- understand that final authority and decision making rests with the Policy Council as a whole body;

- provide the Council with guidance and advice in decision making
- communicate openly with trust and integrity, act with dignity, treating everyone with civility and respect, and understand the implications of demeanor and behavior
- provide all members of the Policy Council with equal access to information, and recognize the differences between responsive, anticipatory, and confidential information.

E.4. b Lead teachers must possess exemplary skills for:

- 1) people, 2) instruction, 3) management.
- Lead Teachers have the primary responsibility for classroom instruction and the supervision of the students in their classroom. These three areas are the criteria against which all employees will be evaluated by school directors with the goal of growing and keeping the exemplary and replacing the merely acceptable. All lead teachers are required to hold an unexpired California credential appropriate for the age level of the students with whom they work. Consult the schools Lead Teacher Job Description for details.
- **Positive Relationships** Lead teachers must have positive relationships with all Monarch students, whether in their class or not. Lead teachers must be capable of two-way communication. They must be available to their students. Students must view them as fair and respectful even when they are the objects of the lead teacher's discipline. Lead teachers must also have positive relationships with parents. Walking the fine line between addressing parent concern and having instruction interrupted by inconvenient parent timing, lead teachers must make themselves available to parents and open to parent needs for communication. Lead teachers must communicate with parents. Lead teachers must value the parent/teacher partnership of Monarch's vision. Parents must be allowed presence in the classroom and involvement in assisting with instruction and school programs.
- **Safety and Supervision** Lead teachers are responsible for the supervision, safe conduct and proper behavior of their own students in the classroom and on the playground and on study trips. Discipline should be a learning experience with a community service component to make up for the misbehavior. Rewarding the positive and giving encouragement is the better path.
- **Professionalism** Lead Teachers must operate with an understanding of the "Professional Day." Lead teachers are expected to develop a strong sense of ownership towards the school and satisfaction with their work at Monarch. They also need to understand the unique fragility of charter schools. Lead teachers must understand how to walk the fine line between friendly conversation with parents and school professionals. Confidentiality in all personal communications and matters with parents, students, and fellow staff must be honored.

- Instructional Pedagogy Monarch's vision of instruction downplays direct teacher instruction as the least effective method for learning. Instruction at Monarch should be as experiential and hands-on as possible. Learning should come alive. Lead teachers are expected to use developmental learning theory and implement a theme integrated horizontal curriculum based on the learning stage(s) of their students. If students do it, they learn it. Student writing should occur daily related to any subject of class work whether on paper or on computer. Skill based and textbook instruction should not be dominant. Good instruction involves preparation and hands-on learning requires materials. Lead teachers are to use the school's rotating annual natural science theme to connect the distinct components of the school curriculum (Earth Science, Physical Science, and Life Science). Lead Teachers should use FOSS carefully and fully, learn its research based techniques, and then use these techniques across the language arts, history, arts, and mathematics curriculum.

E.4. c An Assistant teacher (student teachers included) is an instructor at the first level of career advancement at Monarch. Assistant teachers are under the full and total supervision of their lead teacher. Positive Relationships and Professionalism must be mastered by an Assistant teacher before advancement to Associate teacher.

E.4. d An Associate teacher is at the second level and has responsibilities for instruction and students outside the direct supervision of the Lead Teacher. Therefore, in addition to people skills, the Associate must master student supervision, instructional pedagogy, safety and supervision, and materials management before advancement to Lead Teacher status. The job description of Lead teacher will be used as a guide for the skills to be acquired for advancement from Assistant Teacher to Associate Teacher and then Lead Teacher. Please consult the Certificated Job Description for details.

E.4. e Non-credentialed Employees must possess the same people skills as certificated employees and have the special skills or aptitudes to perform their support role effectively. Consult the schools' Non-Certificated Employee Job Description for details.

E. 5 The Hiring Process

The Policy Council of Monarch Learning center must take action to create new employment positions and to budget for the salary and benefits of any new employee position. The directors will jointly design the position advertisement and conduct the interview process. When a desirable candidate for a vacant position or a newly created position is found, the directors may hire the candidate as an at will

employee on a day to day basis until the Policy Council, at its next regular meeting, can take action to offer an employment contract.

E.6 Specialists as Instructional Contractors

Monarch Learning Center may also employ or retain non-certificated instructional support persons in any case where a prospective employee or instructional contractor has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core courses and activities.

E.7 Staff Development Plan

Monarch is developing its first strategic plan to be presented in May 2006. Staff development will be one component of that plan.

Monarch will rotate its annual staff development goals among the four core subject areas during each four-year period: mathematics, science, language arts, and history-social science.

Sufficient funds will be set aside and the school calendar arranged so that credentialed staff may participate in before and after the instructional year trainings and in-services and conferences during the instructional year.

E.8 Staff Evaluation Process

Monarch Learning Center has staff evaluation forms for both certificated and non-certificated employees. These two forms contain gradients based on the important and desired qualities and principles found in the school's adopted certificated and non-certificated job descriptions. Both forms finish with a section for improvement.

Employees will be asked to self-complete the form in March-April each year, (during the last 30 days of the first 90 days for a new employee). Directors will also complete the form. Conferences will be held in the spring between the employee and the director(s) to discuss the self-evaluation and management-evaluation and to jointly draft a set of future improvement goals. The form is to be signed by the director(s) and the employee.

The employee has the right to attach a rebuttal if the employee cannot agree to the improvement goals. The evaluation form will be filed in the employees site personnel file. Evaluations and attached rebuttals may be requested by the Policy Council to be shared in executive session when the director(s) are not recommending continuation of employment for the following year. The employee has the right to be present and to participate in such a discussion.

Monarch Policy/Document Referral:

- Employer Status Policy
- Work-year and Leaves Policy
- Director & Manager Evaluation Policy
- Employee Handbook
- Job Description
- Employee Evaluation Form

Element F: Health and Safety Procedures

F.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.

F.1. a *Communicable Diseases.* 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 County Health Department will prevail in this instance.

F.a. b *Heath Screenings.* As a service to parents and to provide a diagnostic service to eliminate possible health impediments to academic success, Monarch may contract with a qualified school nurse or equivalent service to screen the entire student body for vision, hearing, dental health, and scoliosis.

F.2 Safety Procedures

F.2. a 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.

F.2. b On school field studies, only students with current parent or guardian signed field study permission and student emergency forms on file will be allowed to attend.

F.2. c Only approved drivers under the conditions of the school’s insurer’s volunteer driver guidelines may transport students who are not their own children on school trips after the start of the school day.

F.2. d Monarch Learning Center will comply with its insurer’s guidelines for educational field trips to minimize liability.

F.2. e Monarch teachers will carry a field first aid kit and cell phone whenever they are off the school site with students. Monarch will strive to keep all its teachers and support staff first aid and CPR certified.

- F.2. f Students will not be released to leave the campus unless the adult individual picking them up has been authorized in writing on school records by the parent or guardian and can provide photo I.D. to supervising school staff.
- F.2. g The school has an established policy for the dispensing of prescription and over the counter medications. The policy will be strictly followed. The school will assist students with required medications provided that clear doctor's directions are affixed to the medication. All medications will be stored in the school office out of reach of students.
- F.2. h Students in the school may only use the internet through school computers when their parents have signed a consent form for this use and when all other provisions of the school technology policy are followed.

F.3 The School's Facilities

The school is located on 2.5 acres on Cedars Road in Redding with 8,000 square feet of DSA approved prefabricated classroom buildings. It is the intent of the Monarch Policy Council to keep the school's facilities as safe and well maintained as possible.

The Policy Council budgets annually for maintenance and for site improvements. It belongs to the Northern California Schools Insurance Group (NCSIG) and carries appropriate damage and liability insurance through this group. NCSIG also belongs to the two state re-insurance pools: RELieF and SELF. NCSIG requires monthly self conducted safety inspections of all aspects of the school facility and provides the templates for these inspections. NCSIG also conducts on site inspections on a biannual basis. There is a large deductible disincentive for not complying to NCSIG safety inspection routines.

F.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. Please consult the school's Employee Handbook and Policy Manual.

Monarch Policy/Document Referral:

- First Aid/CPR Training Policy
- Medications at School Policy
- Blood Borne Pathogens Policy
- Employee Handbook
- NCSIG Participating School Handbook and underwriting guidelines

Element G: Achieving Racial/Ethnic Balance

Monarch Learning Center Charter School will implement a student recruitment strategy that includes, but is not limited to, the following elements to ensure a racial and ethnic balance among its student population that is reflective of the sponsoring district:

- Continuation of its year round waiting list and lottery process that allows all interested families to visit, be listed, and then reminded by mail of the annual enrollment lottery
- Promotional and informational material that appeals to all racial and ethnic groups represented in the district
- Appropriate development of promotional and informational materials in languages other than English when this will increase dissemination to specific racial and ethnic groups within the district
- The distribution of its promotional and informational materials to a broad variety of community groups and agencies that serve racial and ethnic groups within the district
- Use of public service announcements to advertise the annual lottery process

Element H: Student Admission Requirements

H.1 Rights and Responsibilities of Parents at Monarch

Monarch parents participate in a community where parents and staff act together to provide “more” individual, real, personal, and conceptual learning for each student. There are Parent Rights and Responsibilities spelled out in the family handbook that are conditions of student enrollment in Monarch Learning Center.

H.2 Who is Eligible to Enroll at Monarch?

Monarch Learning Center is a school of choice. Its program is open to all students.

H.3 History of Monarch’s Enrollment.

When Monarch opened in September of 2000, it had 85 students between kindergarten and sixth grade. It opened the following year with 110 students in grades kindergarten through seventh. It’s first eighth grade graduating class was during the 2002-03 school year when the student body was 124.

As of this writing, Monarch has 127 enrolled students from 12 school districts within Shasta County: one each from Bella Vista,

Black Butte, Buckeye and Columbia Elementary School Districts; three students from Happy Valley School District; four each from Cascade, Grant, and Pacheco Elementary School Districts; six from Cottonwood Elementary; 22 from Gateway Unified School District; 40 from Redding School District, the sponsoring agency; and 42 from the Enterprise School District.

H.4 Admission Requirements

H.4. a Kindergarten Age Requirement: California law allows students who reach their 5th birthday by December 1 to begin kindergarten in August for the complete school year. Monarch, however, requires that prospective kindergarten students reach their 5th birthday by September 1. Prospective students on the school's waiting and lottery lists who are too young to begin kindergarten by September 1, are eligible to begin class on the first Monday school day following their 5th birthday if all enrollment requirements are completed.

H.4. b Attendance History Requirement. Monarch has an attendance requirement for continued enrollment--95% attendance including class days on campus, independent study, and excused absences.

H.5 The Application Process

H.5. a Sibling Enrollment of Currently Enrolled Students. 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.

H.5. b. This flow diagram illustrates the open application process at Monarch. Please read further about waiting lists, and the lottery process below:

1. Waiting List Applications Taken



2. Lottery Notice and Applications (Taken in the spring)



3. Lottery Day



4. Waiting List Applications

5. Openings Filled in July: Lottery first, then Waiting Lists

H.5. c. Any family living in California is eligible to enroll students at Monarch Learning Center if vacancies exist. However, Monarch has reached its desired and planned capacity of 130 students. With 8-12 graduates each year and some families leaving or moving, about 15 vacancies occur during the course of a school year and before the next school year.

H.5. d Parent to School Visitations. Charter law 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 open to all, and helps the school maintain a heterogeneous student population while allowing for equal public access.

Interested parents are invited to call and then visit the school at its site at 5307 Cedars Road. Visitation is very important to a parent decision to apply for enrollment. At Monarch they can read a copy of this charter document and pick up a waiting list or lottery application form. Interested parents are welcome to observe classes in session. We also strongly recommend that interested students take part in the classroom for a day to get a feel for whether they would like to take part in this learning community. Parents should arrange this in advance. Teachers will be available afterwards if parents wish to discuss the suitability of a possible placement for their particular child.

H. 6 The Annual Enrollment Lottery & Lottery Waiting List

Each spring, the school will publicize the nature of its program and the enrollment openings it has available and set up an application period of more than one month. Publication will be made community-wide through many media to inform all parent communities of the availability and nature of this program. New families who filed midyear waiting list applications will receive a personal letter inviting their participation in the coming annual lottery. Selection of students for known openings will be by public lottery which will occur later in the spring.

H.6. a. Parents enter the formal process of application for a place in the annual enrollment lottery by submitting a completed lottery application form with their signature.

H.6. b. Each interested family will be invited to an orientation meeting during which the program, the parent requirements, and the lottery procedures will be explained and any program or school question answered.

H.6. c. Separate lottery categories will be maintained for each of the five (5) multi-graded classrooms at the school.

H.6. d. During the drawing held in the spring of each year, applying students will have their names placed in one of the lottery cans based on the classroom in which they would be placed by school directors for the next or following school year.

H.6. e. Categories will be drawn in order of increasing age. Order of admittance within each category will be done by drawing all the names from each of the lottery category cans. The available spaces in each category will be filled from the ordered lists created by the order of the draw.

H.6. f. As a result of this lottery, a numbered list based for each classroom category will be created. Families will be contacted by telephone first, and then by mail and informed of whether their number position on this lottery list makes them eligible for a known opening, and, if not, their number position on the lottery waiting list.

H.6. g. Those with highest numbers, being offered enrollment for expected vacancies, will be sent enrollment packets and informed as to how many days they have in which to return the completed forms, birth verification and immunization reports. Failure to return the forms by the given deadline will result in the family losing its placement on the lottery list and the school offering the opening to the next family on the list.

H. 7 Application & After Lottery Waiting List

When a new family is interested in Monarch Learning Center, they visit the site, receive information about the school, and are given a Waiting List Application to complete.

Parents, having submitted a student waiting application after the spring enrollment lottery has been held become a second list with priority below those with the previous year's lottery priority.

This completed waiting list application does not grant enrollment in the school. Rather, it gives the school information in order to contact the family should an opening occur after enrollment has been determined during the spring lottery process. The waiting list application is filed until a mid-year opening occurs or until the annual enrollment lottery window returns as explained below.

H. 8 Midyear Openings: Lottery Numbered List First, then Waiting List

H.8. a. When an opening occurs midyear, those new families with the previous year's lottery numbers who were placed on the lottery waiting list due to lack of openings at the lottery will be contacted first. Contact will be classroom categories that have known vacancies. Enrollment priority from the previous year's lottery is preserved until family refusal at the offering of an enrollment vacancy in midyear. When a family declines an opening at Monarch, the student's name is dropped and loses his/her placement on all waiting lists.

H.8. b. When the previous year's numbered lottery list for any given classroom category is exhausted, then any remaining openings will be filled by these "after lottery" waiting list applications in this manner:

The school will contact all families with "waiting list" students who could fill possible vacancies within the five classroom categories and invite them to participate in an "ad hoc" random public drawing for those openings. Such mid-year lottery will be held at the school within a week of the school's completion of family contacts. This "ad hoc" random lottery will be held in the same manner as the annual lottery and will establish a new numbered list for the filing of vacancies.

H.8. c. These same waiting list families, if not contacted due to vacancies during the course of the current school year, will be contacted by the school by mail in early spring. In that letter, they will be asked to reapply to participate in the current year's lottery to establish a new lottery list order for enrollment.

H.9 Enrollment Paperwork.

When a vacancy is to be filled, the family will be presented with an enrollment packet. When this packet of forms is returned to the school, when the completeness of the enrollment papers is verified, when the family provides the necessary documents to verify date of birth, and when the immunization record is reviewed for completeness, a certificate of enrollment is awarded.

Contents of the Enrollment Packet After the lottery order of priority is established by the annual lottery, each family will be given a reasonable deadline by the school to fill any student vacancy for which they qualify and to present the following:

- Copy of Birth certificate
- Request for Parent Consent for previous school records
- Acceptable immunization record, first grade physical record
- Parent Charter Contract (completed and signed)
- Field Trip Permission and Release
- Student Emergency Form
- Internet Use Permission

- Authorization for Persons to Pick Up Student
- Family Information Form
- And other forms the school may deem necessary.

H.10 Certificate of Enrollment.

When a certificate of enrollment is awarded to the family, the student may begin class the next school day.

H.11 Student Admission

No student can be admitted to the classroom without a Certificate of Enrollment which will be issued when the immunization health record is complete to state age requirements, and other forms listed above are completed by the school's deadline. Whenever an enrollment occurs during the year and families accept an opening verbally, a deadline for enrollment packet materials will be given. Each student whose family fails to meet the deadline for enrollment paperwork, loses the enrollment opportunity and must begin the application-lottery process over again.

H.12 Legal Assurances

Monarch Learning Center is a public charter school. By California charter school law, it must be nonsectarian and nondiscriminatory. No student residing in the attendance area of the sponsor district has priority to attend the charter school. Achieving ethnic balance is required by charter law. Monarch will do all that is legally allowable to promote an ethnically diverse student population. Application to Monarch Learning Center is open to all members of the California community at their initiative. Race, ethnic group, economic status, religion or disability will not be factors (one way or the other) in the program of the school or its admission practices. Through complete open application, ideally and statistically, Monarch Learning Center's future enrollment should mirror the demographic mix of the Redding School District community. Our annual CBEDS reports show that Monarch does indeed mirror the ethnic and economic diversity of Redding School District.

H.13 Public School Attendance Alternatives:

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 sponsoring agency. Students who withdraw from Monarch have no priority or privileged enrollment in any school of the sponsoring agency 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 inter-district 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.

Monarch Policy/Document Referral:

- Lottery Application
- After Lottery “Waiting List” Application

Element I: Financial and Program Audit

I.1. Administrative and Fiscal Services

Monarch Learning Center is a registered 504 (3)(c) California Public Benefit Nonprofit Corporation. Monarch Learning Center Charter School as a corporation has chosen since its inception in 2000 to be designated as “an independent and direct funded” charter for all its programs under the provisions of California Charter Act and, therefore, is to be treated like a separately funded independent school district.

I.1. a Administrative Services

Monarch chooses to provide administrative services for itself.

I.1. b Fiscal Services

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

While an independent and direct funded charter school with 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 its sponsoring authority. These services and other contractual arrangements and costs are spelled out in a separate document called a “Memorandum of Understanding”, MOU, which can be updated annually between the charter school and sponsor without creating a material revision of the charter document.

Finally, while this has been the past practice and is desirable as the continuing practice, Monarch Learning Center as a corporation reserves the right to change this arrangement and exercise its fiscal independence as defined by the Charter Act at any time in the future.

I.1. c Contracting Services

Monarch will follow all laws and regulations applicable to charter schools in contracting services. Consultation with the sponsoring authority will be sought. Currently, Monarch does minor contracting for operational services with established community firms that are paid through the sponsor vendor warrant system and minor contracting for instructional services with individuals with high community reputation. The process and forms for independent instructional contractors has been arranged and in place for four years meeting the needs of both the charter and the sponsor's business department.

I.1. d Accounting, Payroll, Personnel Services

Monarch will follow all laws and regulations applicable to charter schools. Under the current arrangement, these services are contracted through the sponsoring authority. Accounting services will employ generally accepted accounting procedures (GAAP).

I. 2 School Budgeting

Under the current arrangements, Monarch budgeting and spending information is submitted to the sponsoring authority and is part of their overall accounting system. This makes all financial transactions absolutely transparent to the sponsoring authority's scrutiny. Included in the current services arrangement contracted by the charter school from sponsoring authority is the submission to the state department of all financial reports.

Monarch Budget History	Year 1 <u>2000-01</u>	Year 2 <u>2001-02</u>	Year 3 <u>2002-03</u>	Year 4 <u>2003-04</u>
Carry Forward Balance	\$0	\$63,183	\$85,905	\$114,452
Income Earned	\$669,828	\$719,872	\$724,350	\$844,812
Grants	\$0	\$34,207	\$350,793	\$20,000
Loans	\$250,000	\$0	\$0	\$0
Total Income	\$919,828	\$817,262	\$1,161,048	\$979,264
Total Expenditures	\$856,645	\$731,357	\$868,737	\$868,378
Ending Balance	\$63,183	\$85,905	\$114,452	\$110,886

The Monarch Policy Council currently adopts and presents a preliminary budget for the upcoming school year after the filing of the P-2 report; it revises this estimate and presents an interim budget in November. It adopts its final budget for the current year in December or

January. It will review and vote to accept a closure budget report for the preceding fiscal year in December.

Monarch Learning Center has a proven record of financial solvency over its first four years of operation. Monarch by practice reserves at least 5% of projected regular expenditures for contingencies, 2% for special education contingencies, and ½% for deferred maintenance. The history above shows that the school has been able to carry forward to the next school year approximately 10% of its funds.

I. 3. Budget Planning Process:

I. 3. a Planning or Preliminary Budget

The Monarch Policy Council in the early months of each calendar year through its Budget and Facilities committee will study facts at hand and design a preliminary budget based on 95% of current year's actual enrollment for the school's projected ADA income. The committee will also design a preliminary budget for whole school expenses: staff salaries, added duty job costs, facilities costs and school wide equipment and supplies, utilities, computer maintenance and repair, library, lunch, and after care programs, insurances, loan repayments, special education, administration and operational contracts, the school wide elective and science programs, and any obligations to the sponsor authority for services planned to be used in the coming school year and a 5% regular contingency reserve, a 2 % special education contingency reserve, a 1/2% deferred maintenance contribution, and any other special reserve directed by the council. After setting aside funds for this whole school program, the committee will then allocate the remaining portion of funds to each lead teacher's classroom for instructional support of the students in that classroom based on the projected enrollment of each classroom. The committee will bring a budget recommendation to the full Council at the May meeting.

During its May meeting, the Policy Council will make re-employment offers to current employees, set the menu of benefit offerings, establish any benefit caps, set individual salaries, and publish any new or open employee positions as part of this May planning budget process.

After adoption by the Policy Council, this planning budget will be forwarded to the Business Department of the sponsor district by late May.

I. 3. b Operating or Interim Budget

On or before the 1st of November of each year, after close out of the preceding year budget with the sponsoring authority's business department, and after final action of the legislature, the directors will present to the Policy Council a revised operating budget with allocations adjusted to each account code already presented in the preliminary budget. After acceptance by the Policy Council, this budget document will be presented to the sponsoring

authority as a budget revision and will become the interim budget for that fiscal year.

I. 4 Financial Reporting

The Charter currently has on-line access to the sponsoring authority's Escape accounting system to track income crediting and expenses. The Charter's director of business keeps a parallel log of all expenses beyond payroll and employee benefits to make sure transactions are accounted for according to the Charter's wishes. In October of each year, the Charter's director of business monitors the district's system for the correct implementation of employee salary and benefits and reports any errors for correction.

The sponsoring authority provides access to a business department clerk so that information, corrections, and budget changes can be communicated and made.

Monarch Charter will respond in a reasonable time frame to any sponsor request for additional information. Likewise, the sponsor will provide access and documentation to explain transactions for the Charter school.

Both parties will work collaboratively to complete audit reports and other reports required by the State of California.

I. 5 Risk Management & Insurance

Monarch Learning Center carries sufficient property and liability insurance as a member of the Northern California School Insurance Group, NCSIG, which is a legal JPA (Joint Powers Authority) of north state school districts and charter schools that self-insure. The NCSIG group additionally belongs to regional and statewide self-insurance pools. Levels of insurance will follow the recommendations of NCSIG for schools of similar size and operation. Details regarding premiums, coverage and coverage amounts change annually and can be sought through the charter school, the sponsoring authority, or NCSIG itself.

I. 5. a Facilities

Monarch Learning Center is located at 5307 Cedars Road, Redding, CA, 96001, within the boundaries of its sponsoring authority. A 2002 Maxim appraisal of the building and facilities listed the value then at \$780,000.

The instructional facilities include four Doupnik prefabricated buildings configured to make a single 8,000 square foot school plant with 5 classrooms, restrooms, an MP room with library area, and three office spaces. These buildings meet DSA requirements and qualify for state match of deferred maintenance funds. The site has been CDE approved and is approximately 2.4 acres in size.

The school facility also has a 1,200 square foot garage and storage facility and three 100 square foot storage buildings: one for science, one for PE, and one for camping equipment. The site

has a paved basketball court, two shade covered lunch table areas, a 1,000 square foot grass play field, two PME certified playground structures area, six garden beds, a 60,000 gallon fenced study pond and a terraced outdoor amphitheatre.

All landscaping has been done by staff, students and parents. The site has over 40 planted trees and hundreds of native plants.

The school has been reserving ½% annually for deferred maintenance and is developing a written 10 year maintenance plan.

I. 5. b Transportation

Monarch Learning Center transports students in three ways: contracting with a local school district for school bus transportation, contracting with a state regulated public carrier, or through volunteer parents.

In the first two methods, all necessary precautions are taken to insure for parents the reputation of the bus companies and the necessary insurance coverage in the contracting process.

In the case of volunteer parent drivers, the school uses the NCSIG process for screening parents for driving experience, equipment safety, and necessary personal automotive liability coverages.

In five years there have been no problems and accidents. Monarch will continue to be diligent in this area to the school's utmost ability in order to provide for the continuing safety of its students.

I.6 Financial Audits

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will employ generally accepted accounting practices (GAAP). The charter will notify the sponsoring district of any audit exceptions or findings and outline a process that could reasonably lead to the resolution of the audit exceptions or deficiencies to the district's satisfaction.

It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the business manager or director of Monarch Charter School, the chief financial officer of the sponsoring district, the county superintendent of schools, the state Controller, and the California Department of Education.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N of this document.

The decision of whether the annual audit will be conducted as part of the sponsor district's process or by an independent firm will be in the sole discretion of the Monarch Policy Council.

I.7 Program Audits

Monarch Learning Center and the sponsoring district will continue to jointly develop the content, criteria, timelines and process of an annual performance audit.

Monarch will report before the sponsor district school board in the springs of 2006, 2007 and 2008 on its progress against the following action plan.

	Issue	Action Required	Persons Responsible	Time Line
1	Create Policies recommended by CSDC	Draft Revision Approval Acceptance	Directors Council and Counsel Council RSD Staff	Feb 28-March 4, 2005 Feb 28-March 11, 2005 March 4-March 11, 2005 March 13-April 13, 2005
2	Complete extensive Charter document revisions recommended by CSDC	Draft Revision Approval Acceptance	Directors Council and Counsel Council RSD Staff	Feb 28-March 4, 2005 Feb 28-March 11, 2005 March 4-March 11, 2005 March 13-April 13, 2005
3	Align State Standards To Monarch Curriculum	Staff research Staff development and implementation of Edusoft	Directors Lead Teachers	June 2005-June 2006
4	Create Multiple Measures Reporting System for Student Progress	Investigate Edusoft Edusoft Contract Edusoft Staff Development Staff Implementation Reporting Implementation #1 Reporting Implementation #2	Monarch Staff & Council Directors Instructional Staff Parent Reports Parent and Public Reports	October 04 –January 2005 May 2005 June –August 2005 August 2005-August 2006 Sept 2006-June 2007 Sept 2007-June 2008

Monarch Policy/Document Referral:

- Conflict of Interest Policy
- Controls: Budget and Fiscal Policy
- Board Reserves Policy
- Memoranda of Understanding

Element J: Discipline Suspension and Expulsion of Students

J.1 Student Rights (Respect Principle)

- J.1. a. Each student has the right to feel safe at school and to speak up for this right.
- J.1. b. Each student has the right to learn at school and to speak up for this right.
- J.1. c. Each student has the right to be treated fairly and to speak up for this right.
- J.1. d. Each student has equal right to use the instructional resources of the school including equal time to use technology and the internet.
- J.1. e. Each student has the right to give feedback to parents, teachers, and fellow students to help them do their jobs better.

J.2 Student Responsibilities (Understanding and Excellence Principles)

- J.2. a. Each student must accept the mistakes and difficulties of learning (Hannah Belken, Class of 2005). Each student must not give up and keep on learning (Kyle Hamilton, Class of 2004).
- J.2. b. Each student must show acceptable attendance along with a good attitude and try to reach good standards everyday (Melissa Dodge, Class of 2006). Each student must come to school ready to learn and have the necessary tools to do so (Michael Abshier, Class of 2005). Each student must attend 95% of enrolled days at a minimum.
- J.2. c. Each student must try to learn outside of school (Kyle Hamilton, Class of 2004). With increasing age, each student should take ownership of his/ her Community Learning, “the more,” outside of school.
- J.2. d. Each student must be respectful of all other students and the other students’ property and rights (Kendall Fleming, Class of 2006) (refer to student rights in 6.1.1. above)
- J.2. e. Each student must show respect to school property paid for with public tax dollars: the buildings and grounds, the classrooms, instructional supplies and books, furniture and equipment, and the school’s computer system. Replacement of abused or lost materials is expected.
- J.2. f. Each student should help our classrooms and school stay neat and tidy. Each student should have pride in the school (Tim Smith, Class of 2005). Students care for the cleanliness of their surroundings. They should all participate and not just have some people doing it. (Delaney Anderson, Class of 2005).
- J.2. g. Each student must follow school rules, field trip rules, and participate in school activities in a safe manner and be respectful to self, others, the school, and public and private property (Kristi Salley, Class of 2006).

- J.2. h. Each student must listen to and follow the directions of the adults in charge of them (Jayce Berry, Class of 2006). Each student should tell the adult watching them if something is wrong (Micaiah Pittman, Class of 2006).
- J.2. i. Each student must accept responsibility for their own actions, accept praise for good deeds, and have a good attitude when they receive discipline for their bad behavior (Devyn Cetanni, Class of 2005).

J.3 Student Requirements

Each student has the responsibility to show the honesty to correct his/her own behavior, help fellow students who have forgotten to correct their behavior, and report any situation that is threatening to the welfare of other students or the school facility.

Every child is required by this charter agreement to maintain a 95% attendance rate. Poor attendance will be referred to the Discipline committee and may not be continued to the next school year if excessive absence without good cause exceeds this rate.

J.4 Student Discipline Policy

Monarch Learning Center does not believe in punishment. Discipline works, encouragement is better. When student body behavior needs improvement in some area, it is the intent of the school not to make rules that fit all and prohibit an undesired behavior universally. It is the intent of the school to implement the principles of Respect, Understanding, and Excellence. This means that individuals with offending behavior will be dealt with. The majority of students who can be self-responsible about their behavior and continue in a respectful, understanding and excellent way will not have to suffer a universal prohibition like “no gum chewing.”

The school is dedicated to progressive discipline and reflective community service in the place of punishment. The purpose of this discipline policy is to treat each student as an individual person. Mistakes and bad behavior are part of growing up and the human condition. If a change in attitude or behavior results from getting “into trouble” and something is learned from a negative act, then positive learning has occurred. The committed partnership of the parents of a student under discipline with the school staff should lead to excellence in student behavior over time. This is our goal.

However, 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, then that student and family may have their enrollment terminated.

Students in the discipline process will be allowed due process, the right to have their parents present, to present evidence, to call and

question witnesses, to be informed in writing of the time lines of the discipline proceedings.

J.5 Student Behavior: Minor Infractions

J.5. a. Committed Acts (*Things people do consciously and on purpose*): Lying; verbal, written or physical harassment of another student; use of physical force to solve differences; disrupting the classroom; constant and intentional distraction of other students in class; daring others to poor behavior; throwing objects with people around; feigning the use of an object as a weapon; verbal or physical fighting; swearing-obscene-purposeful gross language, name calling; stealing; harming school or other student property; minor defacing of student or school property; altering or deleting other students' computer files; defiance of supervising adults; gross bodily acts in public; bringing toys to school without permission.

J.5. b. Omitted Acts (*Things people ought to do, but don't*): Withholding the truth; failure to complete assignments or turn them in; poor attendance; half-hearted effort in class; not being in the right place at the right time. Failure to intervene in the misbehavior of student colleagues, failure to report the major and serious infractions of other students.

J.6 Consequences of Minor Infractions

J.6. a. Corrective behaviors (discipline) that cause student reflection and opportunities for making things "right" will be used by school staff first. Students in Room 3 and older will be required to complete a behavior reflection report. Part of the reflection report is outlining self-consequences for the behavior. Younger students will be corrected and given time out to reflect on the behavior.

J.6. b. When an infraction is repeated enough times that correction does not appear to be the choice of the student, a school staff member writes an annotation about it and submits it to the school directors.

J.6. c. A conference about the negative behavior will be called by the school's directors with student, parents, teachers, and other involved parties. Future discipline consequences including suspension or termination of enrollment in the school will be outlined in a behavior contract drafted at this conference.

J.6. d. A student's or family's willful and continued disregard for this written behavior contract will result in a hearing before the school's disciplinary committee with termination of enrollment as the probable consequence as explained in 6.7 below.

J.7 Student Behavior: Major Infractions

J.7. a. Acts against Persons: Injury to another student requiring first aid or more; endangering self by willful act of negligence (unsafe behavior); use of an object as a weapon and causing harm; failure to report the serious misbehavior of another student; possession

of an illegal object or substance (knives, guns, drugs); continued and unrelenting harassment of another student; mass disruption of the entire school's day (false alarms, major-emotional public arguments); purposely seeking pornography through the school's internet connection or other media; use of bodily fluids or bodily functions to willfully disrupt the school day.

J.7. b. *Acts against Property*: Theft of personal property or school property over \$20 in value; willful acts of destruction of property with value over \$20; purposely crashing or otherwise disabling the classroom or school computer system.

J.8 Consequences of Major Infractions:

J.8. a. The consequence of a single major infraction will be rest of the day suspension, whole day suspension, or multiple days' suspension depending on the type of major infraction, the age and maturity of the student, the student's past history, and the effect of the incident on the school community. A written essay about the incident will be required of the student for the follow up conference. A conference with the student, the parents, and a director must occur before the student may return to campus.

J.8. b A behavior contract may be the result of a single suspension when there is a history of other minor infractions. A multiple day suspension will require a behavior contract between the school, family, and student before returning to the classroom.

J.9 Student Behavior: Illegal Acts:

Any student who commits a major infraction that is also an illegal act will be reported to law enforcement. It will be the director's decision, based on the student's behavior history at the school, to decide if an incident report will be filed or the student will be arrested. Any student who brings a controlled substance to school or who causes or threatens serious bodily injury with or without a weapon will be referred to the discipline committee for a hearing to draft a behavior contract or to recommend termination of enrollment. Any student who already possesses a behavior contract who commits an illegal act will be immediately referred for a hearing before the school's discipline committee for the purpose of terminating student enrollment.

J.10 Student Suspension from School

J.10. a. The student's lead teacher has the power to suspend for the rest of the school day, for a whole school day or for the rest of the day and the following day. Suspension should be a period of reflection and "making it right" for the student. The teacher should send the student home with an appropriate writing assignment due upon return that involves the student creating a list of appropriate community services to be performed to compensate for the behavior. The writing assignment must be complete and presented at the return conference.

- J.10. b The student may not return to the classroom unless the parent accompanies the student to school upon return and a re-entry conference is held with the teacher and a director present. The student's suspension status does not end until the chosen community service is completed. A form of community service to repay the school community suggested by the student in the written assignment will be decided upon and assigned at the conference. The suspension will continue if the parent does not accompany the student's return to school, or if the student refuses to perform the community service. Documentation of the suspension, the student essay and community service will be filed with the school's directors.
- J.10. c Suspension should be progressive for similar acts. On the first act of a major infraction: rest of day suspension. On the second act: rest of the day plus one day. On the third offense of similar act: two full days' suspension with the scheduling of a discipline committee investigation with possible recommendation for termination of enrollment.

J.11 Termination of Enrollment or Student Expulsion

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. Refer to the schools bylaws for information about the Discipline Committee, Student Expulsion, and the rules of order of the Policy Council.

- J.11. a. A student's enrollment may be terminated if he/she has had two previous suspensions for a similar major infraction.
- J.11. b. Any student with an IEP or 504 plan that has directives about behavior will be dealt with in a manner that respects that plan and meets federal and state law but guarantees the safety of the rest of the student body as well.
- J.11. c. A student's enrollment may be terminated if he/she is involved in an illegal act reported by the school and verified by law enforcement as in 6.5.6 above.
- J.11. d. The enrollment of all students of a family filing fraudulent information or withholding necessary information from the school will be terminated.
- J.11. e. A student with a behavior contract who is willfully disregarding the terms of the contract or whose parents are not supporting the contract will be referred to the Discipline Committee for expulsion.
- J.11. f. A student whose single act is so egregious as to offend the whole Monarch Community (i.e., use of bodily fluids or functions to endanger the health of the student body, creating such fear of physical well being that other parents keep their

students at home) will be referred to the Discipline Committee for termination of enrollment.

J.11. g. Any student, whose behavior under a major infraction is viewed by the staff as excessive and a possible danger to the school and its students upon return from a single day suspension may be suspended by the school's directors for up to 5 additional days. The discipline committee will be convened to investigate the incident and law enforcement may be asked to investigate as well. Upon recommendation of the Discipline Committee to terminate enrollment, a special meeting of the Policy Council for a student expulsion hearing will be held.

J.11. h. An expulsion hearing is a private meeting with only members of the Policy Council, parents, and child present and the expulsion the only item on the meeting agenda. At this hearing the discipline committee will present the record of the investigation of the offense and any previous similar acts. The Council will hear the record, allow the parent to present mitigating circumstances, question the teacher, parent, student, and call other witnesses to the behavior before rendering a decision.

J.11. i. The decision will be:

- 1) A behavior contract that clearly spells out termination of enrollment for a recurrence of the behavior, or
- 2) Permanent expulsion from the charter school without possibility of re-enrollment. Either action regarding the termination of the enrollment of a student or a contract with a termination consequence in the future will be entered into the minutes of the Policy Council at the conclusion of this hearing.

Monarch Policy/Document Referral:

- Student Expulsion Policy

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

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.

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 sponsoring agency. Enrollment occurs when a family has successfully completed the admission, waiting list, and lottery requirements and procedures.

Students who withdraw from Monarch have no priority or privileged enrollment in any school of the sponsoring agency 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 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.

Element M: Employee Rights

M.1 Monarch Employee Representation and Rights

Employees at Monarch Learning Center are employees only of this charter school and not of the sponsoring agency 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.

M.2 Rights of Employees of the Sponsoring Agency

The employees of the sponsoring agency have no special employment or reemployment rights at Monarch. Likewise, employees of Monarch Learning Center have no special employment or reemployment rights with the sponsoring agency.

M.3 Health and Welfare Benefits for Employees

Employees, either credentialed or non-credentialed, who are full-time (i.e. working 180-210 days per school year, either as 8 hour per day hourly employees, or as full-time salaried employees, will receive a medical, dental, and vision benefit plan paid for through a 125 plan with the school's annual contribution limit for premiums set by Policy Council action with excess premium costs from employee payroll deductions. Full-time employees will also receive a school paid term life insurance plan paid for separately by the school and will be covered as individuals by professional educators liability insurance through the school's insurance carrier.

The council may offer the life insurance, vision, and dental plan to part time employees after one full year of employment as a loyalty or longevity bonus.

It is in the full discretion of the Policy Council to make other arrangements with other employees in the future about benefits that differ from these guidelines.

M.4 125 Benefit Plan for Employees and School Contribution

In April 2002, the Monarch Council created a 125 benefit plan to receive the annually budgeted funds to pay for employee benefits. The council has set an annual limit or cap on the amount contributed for each entitled employee. This plan allows employees to set aside pre-tax salary dollars to pay for the annual costs beyond the employer contribution. MLC retains the right to control the company managing the 125 plan. Employees are also free to set aside pre-tax salary dollars for other benefits allowed by law within the 125 plan offered by this carrier but not offered by the employer.

M.5 Employee Compensation

Monarch Learning Center, like most other public charter schools, does not have access to public school facilities construction funds and bonds to which traditional public schools have access. Monarch does not have an adopted salary schedule for all employees. Each employee salary is individually offered by the Policy Council upon recommendation of the school directors and the budget committee based on prior educational experience, and the history of employment at Monarch. Monarch offers its credentialed staff who have achieved National Board Certification an annual and continuing stipend. Monarch has also established a schedule of added pay jobs and stipends for the completion of each.

Element N: Dispute Resolution Process

Problem Solving Protocols within the School

The language in this section provides protocols for problem solving within the charter school community. Whenever there is a problem between members of the school community, and the problem cannot be resolved between those individuals involved, the following three level protocols will be followed:

N.1 Level 1 Protocols: Informal process between individuals.

Problems between students, parents and employees will occur from time to time. We expect most problems to be solved between those individuals involved. The first level is the informal level. At this first level, the parties are not to go to a higher level of authority, but take the time to reach resolution between themselves. The bylaws and policies of this charter should be used as a guide to reach resolution of problems. If one of the parties is dissatisfied with this informal level of problem solving, then Level 2 may be initiated.

N.2 Level 2 Protocols: Intervention by a school director.

N.2. a Level 2 begins by the dissatisfied party submitting a formal written statement to one of the school directors that explains the problem from the dissatisfied party's point of view and what steps were taken by the dissatisfied party to resolve the problem at Level 1.

N.2. b The director served with the written statement of this first party will provide the second party involved with a copy of this written statement from the dissatisfied person along with notification requesting a written rebuttal within 10 days. The rebuttal is to describe the second party's point of view about the problem and what steps were taken to resolve the problem under Level 1.

A copy of the director's request for a written statement from the second party will be given to the dissatisfied first party and shall contain the date of the end of the 10 day rebuttal period. If no written statement comes from the second party within the time limit, Level 2 will proceed.

N.2. c Within 2 days of receipt of the second party's rebuttal statement or lack thereof during or after the 10 day time period, the director will provide a written resolution to both parties. If one of the parties remains dissatisfied with this Level 2 resolution of the problem by the director involved, then Level 3 may be initiated.

N.3 Level 3 Protocols: School Discipline Committee.

- N.3. a If either party is dissatisfied with the resolution in the director's written decision at Level 2, they have the right to take the problem to the school's discipline committee by requesting a hearing before this committee in writing.
- N.3. b. The discipline committee will be convened within two weeks of the request. The committee will interview all dissatisfied parties separately at first, and together at the committee's discretion.
- N.3. c. The discipline committee will review the written statements and question the parties and any witnesses to the dispute. The committee will weigh the information given and make a recommendation for resolution to the Policy Council at its next scheduled meeting.
- N.3. d. All parties to the dispute will be given written notice of the recommendation that is going to the policy council and the date and time of the meeting.
- N.3. e. The dissatisfied parties only (no witnesses) will be given two minutes to summarize their point of view to the whole policy council at the point in time on the council agenda when the council is adjourned into executive session--in order to preserve confidentiality.
- N.3. f. All dissatisfied parties must notify the chair of the council before the scheduled meeting and in writing if they want the dispute resolution to be aired during the regular public session instead of the confidential executive session. The dissatisfied parties only will be given two minutes to summarize their personal positions.
- N.3. g. Whether the matter is heard in executive or public session, members of the policy council have the option to call upon the parties in dispute (separately or together) to ask questions of the parties in dispute or witnesses to the dispute, but the parties in dispute are limited to their two minute summaries.
- N.3. h. The action taken by the policy council will be considered the final resolution of this problem within the Monarch School Community. The final decision will be made in writing and provided to both parties by the council secretary and entered into the record of the Policy Council.

NN Dispute Resolution between Monarch and the Sponsoring Agency

From time to time there may be disputes or disagreements between Monarch and its sponsoring authority. Both parties should value student growth in such high regard that they are willing to attempt these dispute resolution steps to avoid the loss of education resources to litigation.

NN.1 Notification: Level 1 of Dispute Resolution

Whenever one 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:

- NN.1. a The topic of the dispute, and
- NN.1. b The facts that support its side of the case, and
- NN.1. c The resolution that the notifying party seeks.

NN.2 Response:

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.

NN.3 Resolution-Conferencing:

If the parties reach agreement through notification and response, the matter is resolved, as both parties came to a similar resolution or one of the parties accepts the other's suggested resolution. Either of the parties may contact the other after notification and response and request a conference session to explore middle ground.

NN.4 Continuation of the Dispute and end of Level 1.

Within 10 further school days after notification and response and any attempted conference sessions, either party may notify the other that the dispute is resolved and outline the accepted resolution or that the dispute is still unresolved and that Level 2 will be initiated. This end of Level 1 notification must be in writing and delivered either in person to an employee of the other party or by U.S. mail with proof of mailing.

NN.5 Level 2 of Dispute Resolution

In the notification by the still aggrieved party that Level 1 has ended unresolved, this party must suggest taking the matter for non-binding arbitration to a third and neutral party: either the county superintendent of instruction, to another mutually acceptable civic leader, or a mutually selected licensed arbitrator or fact finder.

NN.6 The notifying party will suggest one or more third and neutral parties for the arbitration within the notice. The responding party will have 5 school days to deliver written notice in similar manner as above of acceptance or rejection of the concept of arbitration and add additional arbitrators. The responding party in its response will suggest two dates, times, and places within the current 10 calendared school days when a spokesperson for each of the parties can meet and agree upon an arbitrator from both lists.

NN.7 The parties in the dispute, by agreeing upon an arbitrator, agree to share equally all costs associated with the hearing. The parties further agree to make every attempt to accept the arbitrator's written decision as the final resolution of the matter. Failure to agree upon an arbitrator leaves no further process for possible resolution except a return to Level 1 of this process or abandonment of this process and litigation.

NN.8 When the arbitrator is agreed upon and a date for a hearing is set by the arbitrator, both parties will submit in advance of the hearing all correspondence and other documents in their possession related to the dispute for the arbitrator to review along with a cover letter outlining the party's current position on the dispute and what the resolution ought to be.

NN.9 The arbitrator will set the rules of the hearing but any rules must contain at least three elements: 1) each party gets an equal amount of time to state their case, present evidence and support for its case, and outline its desired resolution, and 2) the arbitrator may question the parties together or separately, 3) and at the close of the hearing, the arbitrator will disclose the date of his/her written decision.

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 nonprofit corporation under the laws of California. Employees at Monarch Learning Center are employees only of this charter school and not employees of the sponsoring agency or any other Shasta County education agency.

Monarch Policy/Document Referral:

- Employer Status Policy

Element P: School Closure Procedures

Closure Protocol

Closure of Monarch Learning Center can occur due to three causes:

- Decision of the Monarch Learning Center to close the school. If such should take place it would be planned to happen after the close of a school academic year. Sufficient notice to

families would be given to make alternative enrollment arrangements for the following school year.

- Failure of the school to obtain renewal of its chartering period. This also would coincide with the close of an academic school year. Sufficient notice to families would be given to make alternative enrollment arrangements for the following school year.
- Action by its sponsoring authority to rescind the charter's authority to operate due to legal cause listed under the California Schools Charter Act. This could happen at any time and the date of the actual closure would be determined by the sponsoring authority. Notice to families will be as timely or abrupt as is the notice to the charter school by the sponsoring authority.

Disposition of Assets:

The Policy Council of Monarch Learning Center is the board of Monarch as a nonprofit corporation and, with the approval of the chartering authority, 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 chartering authority. Encumbered equipment and facilities would first be offered to the chartering authority, who would have the option of paying off existing debt with either Monarch funds or chartering authority funds. In the event the chartering authority 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 chartering authority. Since the facility instructional building and site are DSA (Department of State Architect) and CDE (California Department of Education) approved 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.

Monarch, as part of NCSIG, has an inventory of assets that are insured. It has also been developing an inventory of all its assets: facilities, equipment, and instructional materials.

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

A final audit of the school's operations will be conducted in accordance to the arrangement spelled out in the MOU between the school and the sponsoring authority.

Student records will be transported to the district office of each family's district of primary residence according to the most recent address on file at Monarch. Parents of Monarch students at time of closure will be notified of this transfer so that they know which agency possesses the records and may grant consent of transfer of records to a future school.

Provision will be made during the disposition of assets to set aside sufficient funds for the sponsoring authority to pay Monarch office staff over a sufficient time period to complete the transfer of student records to the students' districts of primary residence and to organize, in a manner directed by the sponsoring authority, and to dispose of and/or transfer to entities any other records and assets as the sponsor deems necessary.

Monarch Policy/Document Referral:

- Memorandums of Understanding

Term, Severability & Miscellaneous Items

Term of this Charter

The renewal of this charter document on April 13, 2005 continues the operation of Monarch Learning Center Charter School, California Charter #307, and extends its term for no less than five school years, or until June 30, 2010.

Hold Harmless

Monarch Learning Center, a corporation and public charter school, holds its sponsoring authority harmless for the actions and activities of its students, staff, board members, and agents to the fullest extent allowable by law. The sponsoring authority holds Monarch Learning Center harmless for the actions and activities of its staff and agents. Monarch accepts full responsibility for the performance of its students and the Sponsoring Authority 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.

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 Monarch Policy Council and the governing board of the sponsoring authority. The charter and the sponsor agree to meet to discuss and resolve any issues or

differences relating to invalidated provisions in a timely, good faith fashion.

Communication

All official communications between Monarch Learning Center Charter School and the sponsoring authority will be sent via First Class Mail or hand delivered to the other party with one copy to be signed and dated by an agent of the receiving party and retained by the sending party.

Impact on Sponsoring Authority

Monarch Learning Center will bring many positive impacts to its sponsoring authority. Monarch is privileged to be a part of the New Millennium Partnership of Redding School District and is proud to be part of the forward thinking administrative consortium formed for three school districts and five charter schools.

Student Enrollment

The following table shows the home residency of the existing March 2004 students enrolled at Monarch. It should be noted that of the 40 students who live in Redding School District but who attend Monarch, 32 have entered Monarch at the kindergarten level or have never been enrolled at a Redding school, 5 have moved from outside of Redding or come from a private school and enrolled at Monarch instead of their neighborhood school. Only three (3) of the 40 have attended school at a Redding School site in the past two years, meaning that Redding has been minimally impacted by loss of ADA. This has been more than offset by students who have withdrawn from Monarch during these past two school years and have enrolled at a Redding School.

District of Residence	Number
Cascade	4
Columbia	1
Cottonwood	6
Black Butte	1
Bella Vista	1
Enterprise	42
Gateway	23
Grant	4
Happy Valley	3
Pacheco	4
Redding	40