



Redwood Coast Montessori Charter Petition

Submitted April 30, 2018

For a Charter Term of July 1, 2018 through June 30, 2023

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CHARTER

OF

REDWOOD COAST MONTESSORI: A CALIFORNIA PUBLIC CHARTER SCHOOL

Legal Affirmations

Redwood Coast Montessori hereby certifies that the information presented in this petition for a California public charter school to be named Redwood Coast Montessori (“RCM” or the “Charter School”), and to be located within the boundaries of the Arcata School District (“ASD” or the “District”), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, Redwood Coast Montessori:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§60605 and 60851, and any other state-wide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of Redwood Coast Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(6)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code §47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the charter school shall not be determined based upon the residence of the pupil or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, §504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education and Improvement Act of 2004 (IDEIA).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code §47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- Shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
 1. Redwood Coast Montessori shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
 2. Redwood Coast Montessori shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 3. Redwood Coast Montessori shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
 4. Redwood Coast Montessori shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
 5. Redwood Coast Montessori shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
 6. Redwood Coast Montessori shall comply with the Public Records Act.
 7. Redwood Coast Montessori shall comply with the Family Educational Rights and Privacy Act.
 8. Redwood Coast Montessori shall comply with the Ralph M. Brown Act.
 9. The Charter School shall meet or exceed the legally required minimum number of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Bryan Little, Lead Petitioner

Date

Introduction

Redwood Coast Montessori began as a K-8 independent charter school during the fall of 2013 with sixty students in grades K-7th. Throughout the evolution of Redwood Coast Montessori, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents, students, and staff for the traditional Montessori method used at RCM. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully “prepared environment” that is filled with beautiful, long lasting materials that are engaging, age appropriate, and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each student. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated, loving teachers who value the individual needs of the child and emphasize the responsibility each student has to self, community, and environment.

With the continued success of Redwood Coast Montessori, there has developed increased demand for expanding grade opportunities beyond 8th grade and to expand the scope of the community to introduce new families and children to the outstanding opportunities found within the Montessori method of instruction. With these goals in mind, a core group of Redwood Coast Montessori families, educators, and supporters has committed countless hours to building the RCM community and developing an implementation plan for the growth of Redwood Coast Montessori into a K-12 Independent Charter School.

RCM Founding Team

Bryan Little, Lead Petitioner
Terri Vroman Little, Lead Teacher
Eric Van Duzer, Ph.D., Education
Matt Johnson, Ph.D., Ecology
Jessie Hunt, Montessori Educator
Dan Flockhart, Math Educator and Curriculum Developer
Jay Scrivner, English/Language Arts Educator
Wendy Riggs, Science Educator

A. Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

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

Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of elementary through high school children (K-12) in the Humboldt County area by providing children with a high quality educational option based on the Montessori method.

Vision Statement and Educational Goals

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Although each of our vision statements are interwoven together to form the foundation of our core philosophy, our vision for each child is based on key educational goals.

For the Child

- Create a positive attitude toward school and learning
- Build habits of concentration and organization for lifelong study skills
- Foster an abiding curiosity and a sense of high self-esteem
- Encourage habits of initiative and persistence
- Instill an inner discipline and sense of order
- Develop sensory motor skills to sharpen the ability to discriminate
- Cultivate peaceful interactions, empathy and compassion
- Honor the child's natural desire to learn, to be helpful, and to contribute
- Nourish the child's spirit, imagination, creativity and intellect to achieve their highest level of academic achievement
- Enable students to become self-motivated, competent and lifelong learners

For the Community

- Build a cohesive school community
- Cultivate an understanding of our connectedness to each other
- Reach out to the community outside the school to provide opportunities for connection

For the Earth

- Connect with nature and encourage respect for our environment
- Honor our environment and our place in the global community

Target School Population

Redwood Coast Montessori is currently in its fifth year of operation as an independent charter school serving students in grades TK – 9th. RCM's existing model has enjoyed great success to date with steady growth in enrollment, throughout all grade levels. With RCM's continued success, the governing board is continuing to take steps to expand grade opportunities to include grades 9-12.

True to our mission, Redwood Coast Montessori is targeting a diverse population of students in grades TK-12 who have an interest in pursuing a Montessori approach to education. RCM will target a wide range of students that represent both the ethnic as well as economic diversity found within the District. Based on the current population of students at Redwood Coast Montessori, we anticipate attracting students with the following unmet needs:

- Students who have not been successful at their traditional public school in grade levels K-12 at all academic levels due to their unique or individualize learning style
- Students who are seeking a more student centered approach to education where progress is aligned with mastery rather than prescribed grade level progress
- Students who are seeking a Montessori approach to education

Beginning in the fall of 2018, Redwood Coast Montessori plans to open with 139 students in grades TK-10 (Table 1). By the fall of 2020, Redwood Coast Montessori will add the final grade authorized under this charter. RCM will serve all grades from transition kindergarten through twelfth grade with a total projected enrollment of approximately 200 students. See Appendix A for number of classrooms, teachers and teacher's aides necessary to serve anticipated enrollment.

Table 1 Five Year Growth Plan for RCM

Grade/ Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK	6	6	6	6	4
K	7	6	6	6	8
1	11	11	11	11	11
2	14	14	14	14	14
3	15	15	15	15	15
4	11	11	11	11	11
5	15	15	15	15	15
6	14	14	14	14	14
7	17	17	10	17	17
8	19	19	26	19	19
9	3	20	20	20	25
10	10	7	20	20	25
11	0	10	12	20	25
12	0	0	10	20	25
Totals	142	165	190	208	228

Redwood Coast Montessori's approach to educating children is based on creating inquisitive, independent thinkers who have a love for learning and an interest in the Montessori method. As such there is no one target population best suited to a Montessori education. The origins of Maria Montessori's work in education was initially directed toward those students that did not fit into the tradition school system. At Redwood Coast Montessori, every effort will be made to attract a wide range of students from a variety of backgrounds that is reflective of the diversity found in the Arcata School District. RCM staff will promote our school and the opportunities it affords families by engaging in, but not limited to the following (see section G for a full description of RCM outreach and recruitment objectives):

- Orientation sessions for prospective students and families
- Outreach and marketing
- Presentations at local civic and community groups
- Outreach to local child care and preschool programs

Redwood Coast Montessori's core philosophy is to encourage and nurture the whole child, true to Dr. Maria Montessori's educational vision. Our goal is to foster competent, responsible, and independent citizens who love learning and respect themselves, other people and their environment. It is our highest honor to respect, protect and celebrate childhood.

What Does it Mean to be an Educated Person in the 21st Century?

A key element of an educated person in the 21st century is an intrinsic motivation for lifelong learning and critical thought. Montessori education fosters an innate desire present in all children for a better understanding of the world around them. Through collaborative and independent work, Montessori children are encouraged to explore their world around them and to take an active part in their own education.

Montessori trained students will learn the importance of structure and peaceful resolution to conflict. Students learn to internalize the basic ground rules of a well functioning community. They are encouraged to address themselves, their classmates and teachers with respect and honesty. Redwood Coast Montessori students learn the importance of social responsibility through non-judgmental discussion and adherence to the basic tenant that compromise is an essential part of peaceful resolution.

Essential to a well educated person is the ability to be creative and pursue original thought. The basic format of Montessori education relies heavily on extended academic work sessions in which students are provided the opportunity to challenge themselves academically and creatively based on their own needs and interests. Montessori students traditionally excel at an environment that requires independent thought and motivation. Redwood Coast Montessori teachers provide students with the opportunity to take a creative approach to learning in a prepared environment that challenges students to master new concepts at their own pace.

At Redwood Coast Montessori, we embrace the educational need for positive change from a one size fits all model to one that is truly student centered, where each student takes ownership of their own educational path based on repetition until mastery. RCM students will demonstrate the following characteristics:

- strong knowledge of academic content
- problem solving capability
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communications skills (oral, written, teamwork, and interpersonal skills)
- global awareness, vision, a sense of human responsibility and ethics

RCM students will develop each of these characteristics through:

- Long uninterrupted academic work time
- Use of a wide range of Montessori activities and materials that are available to students on a daily basis
- Repetition of lessons and skills until mastery for each concept
- Collaborative work in multi-age classrooms that emphasize the importance of becoming a “teacher” for other students once mastery has been achieved
- Use of the Peace Table and respectful communication as a path towards peaceful resolution and cooperation
- Regular field trips outside the classroom and study of global cultures

Each of these attributes of RCM will foster a sense of confidence among the students as they progress from concrete to abstract thought. With increased understanding of the material, Montessori students are well positioned for mastery of the concepts(s) as they transition into becoming teachers within the community. This natural progression that Redwood Coast Montessori teachers foster with their students is the critical element of becoming a self-motivated, competent and educated person in the 21st century. (See Appendix H for research based studies supporting the value of a Montessori education on development of self-motivated, competent, life-long learners.)

School Year

Redwood Coast Montessori shall adhere to the required minimum annual instructional minutes for the grade levels served. The kindergarten through 3rd grade program shall begin at 8:30 a.m. and end at 2:30 p.m. each day. Each day will include a 30-minute lunch period and the teachers will include a minimum of 30 minutes for physical education. Students in grades 4th through 8th will begin the day at 8:30 AM and end at 3:00 p.m. All grades 9-12 shall begin at 9:00 a.m. and end at 3:30 p.m. each day. Each day will include a 30-minute lunch period and the teachers will include a minimum of 30 minutes for physical education during 9th and 10th grades.

The academic year will begin on or before September 10 each year and will include Arcata School District designated holidays as per Education Code 37220 and 45205. There shall be at least 180 instructional days per year, which will provide at least 50,400 annual instructional minutes for students TK – 3rd grade, a minimum of 54,000 annual instructional minutes for the 4th through 8th grade, and a minimum of 64,800 annual instructional minutes for the 9th through 12th grade students per academic year pursuant to Education Code §47612.5(a)(1)(A)-(C).

School Attendance

School attendance is critical to the academic and social success of each student and the development of the school community. Redwood Coast Montessori will strive for a minimum of 95% attendance among all students. Parents and students will be informed about the RCM attendance policies and expectations. If attendance becomes a concern, the following steps will be followed:

1. Parents and/or guardians will be contacted by the teacher and/or director
2. Redwood Coast Montessori will assist the family to overcome attendance obstacles
3. If attendance continues to be a problem, RCM will follow Arcata Schools SARB protocol

Description of how Learning Best Occurs

Redwood Coast Montessori was founded based on the teachings and pedagogy of Maria Montessori. Her philosophy of education is the guiding principle behind our method of instruction and the design of our school. The Montessori approach to education is one of the most respected and well-established pedagogies throughout the world. Montessori schools have been successfully nurturing and educating

children from all walks of life, all socio-economic backgrounds, and all levels of academic skills for over 100 years.

The Student

Montessori saw children as far more than simply scholars. In her view, each child is a full and complete human being, the creator of the adult man or woman he or she will become. Even when very young, the child shares with the rest of humanity hopes, dreams, fears, emotions, and longing. From her perspective, this goes beyond mental health to the very core of one's inner spiritual life. Montessori consciously designs social communities and educational experiences that cultivate the child's sense of independence, self-respect, love of peace, passion for self-chosen work done well, and ability to respect and celebrate the individual spirit within people of all ages and the value of all life.

The Environment

The environment is designed to meet the needs, interests, abilities, and development of the children in the class. The teachers will design and adapt the environment with this community of children in mind, rapidly modifying the selection of educational materials available, the physical layout, and the tone of the class to best fit the ever-changing needs of the children.

Adapted from Tim Seldin and Jonathan Wolff's "Building a World-Class Montessori School," the three core concepts, used by Redwood Coast Montessori as a basis for how learning best occurs, are as follows:

Concept 1: A child-centered environment

- **Active Learning:** In RCM classrooms, children not only select their own work most of the time, but also continue to work with tasks, over many weeks or months, until finally the work is "so easy for them" that they can teach it to younger children. Observing and making note of student's progress through the stages from first lesson to mastery is one of many ways that RCM teachers use to confirm that students have reached mastery of each skill.
- **Hands On Learning:** In Redwood Coast Montessori, students rarely learn from texts or workbooks. In nearly all cases, direct personal hands-on contact with either real things under study or with concrete models that bring abstract concepts to life allow children to learn with much deeper understanding.
- **Spontaneous Activity:** It is natural for children to wiggle, touch things, and explore the world around them. At RCM, we encourage children to move about freely, within reasonable limits of appropriate behavior. Much of the time they select academic work that captures their interest and attention, although teachers also strive to draw their attention and capture their interest in new challenges and areas of inquiry. Within this atmosphere of spontaneous activity, students are expected to master the basic academic skills and standards of their grade level.
- **Self-directed Activity:** One of Montessori's key concepts is the idea that children are driven by their desire to become independent and competent beings in the world, to learn new things and master new skills. For this reason, outside rewards to create external motivation are both unnecessary and potentially can lead to passive adults who are dependent on others for everything from their self-image to permission to follow their dreams. In the process of making independent choices and exploring concepts largely on their own, Redwood Coast Montessori children get support and encouragement to construct their own sense of individual identity and right and wrong.

Concept 2: A responsive prepared environment

- Mixed age groups: Redwood Coast Montessori classrooms gather together children of two, three, or more age levels into a group. Children remain together for several years, with only the oldest students moving on to the next class at year's end.
- A Family Setting: RCM classrooms are communities of children and adults. As children grow older and more capable, they assume a greater role in helping to care for the environment and meet the needs of younger children in the class. The focus is less on the teachers and more on the entire community of children and adults, much like one finds in a family setting.
- Cooperation and Collaboration Rather Than Competition: Redwood Coast Montessori students are taught and encouraged to treat one another with kindness and respect. Insults and shunning behavior tends to be rare. Instead RCM children typically have a great fondness for one another, and resist the urge for one-up-manship and needless interpersonal competition. When conflicts do arise, students use the peace table communication process to resolve the conflict. Similarly, teachers recognize that children are learning at their own pace and refrain from comparing students against one another.

Concept 3: A focus on individualized progress

- Freedom Within Limits: Redwood Coast Montessori children enjoy considerable freedom of movement and choice, however their freedom always exists within carefully defined limits on the range of their behavior. They are free to work and behave within appropriate to the ground rules of the community, but redirected promptly and firmly if they cross over the line.
- Intrinsic motivation to learn: At RCM, children do not work for grades or external rewards, nor do they simply complete assignments given them by their teachers. Children learn because they are interested in things, and because all children share a desire to become competent and independent human beings.
- Universal virtues: Children attending Redwood Coast Montessori learn not only appropriate patterns of polite behavior, but they learn to instill basic universal virtues within their core personality. These virtues include self-respect, acceptance of the uniqueness and dignity of each person we meet, kindness, peacefulness, compassion, empathy, honor, individual responsibility, and courage to speak from our hearts.
- Global Understanding: Redwood Coast Montessori students are encouraged to develop an international outlook of the world. By attracting a diverse student body, representing many ethnic, religious and international backgrounds, RCM students learn to appreciate diversity within the school and community and to develop a global perspective.
- Service to Others: Based on the core philosophy of Montessori education, RCM students are encouraged to consciously organize programs of community service ranging from daily contributions to others within the class or school setting, to community outreach programs that allow children and adults to make a difference in the lives of others. The fundamental idea is one of stewardship.

Benefit of Montessori Education

Montessori education was founded in 1907 by Italian physician, Dr. Maria Montessori. The goal of Montessori education is to develop the whole personality of the child which lies dormant within, waiting to be brought forth. This is the original intended meaning of the word 'education' from its Latin root word 'educare', which means 'to lead forth'. Dr. Montessori believed that children learn best by doing, not by passively accepting other people's ideas and pre-existing knowledge. She also believed that each child is born with a unique potential that is waiting to be revealed with guidance, rather than as a "blank slate" waiting to be written upon. "A child's work," she wrote, "is to create the man he will become. An adult works to perfect the environment, but a child works to perfect himself."

Montessori education has a long history of success with children of all academic levels and cultural backgrounds. Key elements of the Montessori Method have remained largely unchanged for over 100 years, including an emphasis on: a child-centered environment, a responsive prepared environment, and a focus on individual progress and development. Extensive research has been conducted on Montessori programs in a variety of school districts across the U.S. including underserved and low performing districts and with children of all age groups (See Appendix H for empirical research from U.S. Montessori schools). Based on this research, Montessori education provides many impactful opportunities for students in which "[Montessori] students perceived their schools as a more positive community for learning, with more opportunities for active, rather than passive, learning" Rathunde, K. (2003). Similar findings by Dohrmann, K. (2003) support the hypothesis that "Montessori education has a positive long-term impact [on student progress]."

Standards Based Education

Redwood Coast Montessori shall be a standards-based school, where research-based instructional methods and strategies are implemented to deliver standards-aligned curricula. The Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS") and the remaining California State Academic Content Standards (collectively, "State Standards") are designed to provide focus and direction to all public school instruction. Montessori Education provides an outstanding opportunity for teachers to meet these standards in a child-centered environment designed to promote self-motivated, competent, life-long learners .

The curriculum used by Redwood Coast Montessori teachers is carefully aligned with California State Standards. Development of the RCM curriculum is based on the work of Norman Lorentz, an expert in the field of public Montessori education. The model has proven itself to be highly effective for RCM and with public Montessori schools in California for over 15 years.

Curriculum and Content

Students enrolled in Redwood Coast Montessori will follow an educational sequence based on the model established by Maria Montessori. In this model, students pursue an enriched education in three-year, multi-age classrooms. For Redwood Coast Montessori students, this will begin with a Tk/K class. Following the successful completion of the Kindergarten program, students advance to the lower elementary level (1st – 3rd grades). Following the lower elementary program, RCM students progress to the upper elementary program (grades 4th – 6th), followed by the adolescent program (grades 7th & 8th), and eventually to the high school program (grades 9th-12th).

Throughout all grade levels, Redwood Coast Montessori will focus on the Common Core State Standards including English/language arts, mathematics, science, history/social studies, world languages and visual/performing arts. Montessori curriculum, used by RCM, is designed to be self-correcting with an emphasis on mastery before moving on to more advanced levels. In addition, RCM

also provides students with a fully enriched environment that includes physical education, community building, collaboration and respect for self, peers and the environment. All core-subject curriculum is carefully aligned with the California State Standards. Similarly, the educational program used by Redwood Coast Montessori is based on key Montessori elements:

- Carefully prepared, inviting environment
- High quality, beautiful time tested Montessori learning materials that are self-correcting
- Sequential curriculum with emphasis on mastery before moving on
- Community projects such as gardening, cooking and maintaining the classroom
- Whole-group, small-group and individualized instruction
- Long periods of uninterrupted work time
- Emphasis on individual responsibility and choice in learning where, with guidance from the teacher, students learn and set goals according to developmental readiness
- Opportunities to research and report on topics of individual interest
- Strong emphasis on collaboration, building a sense of classroom and school community, and philosophy of service to the greater community
- Multi-aged classroom where younger students enjoy older role models and older students teach skills they have mastered to their younger classmates
- A peace table where children practice taking responsibility to resolve interpersonal conflicts
- Emphasis on grace and courtesy

Adherence to these key elements and use of Standards-based curriculum, allows teachers to differentiate instruction to meet the needs of all students enrolled in Redwood Coast Montessori.

Instructional activities for Redwood Coast Montessori take place primarily in a traditional classroom that has been carefully designed with high quality materials. For Montessori students, there is also a strong emphasis on learning about the world outside the classroom. With this in mind, regularly scheduled field trips are included in the curriculum to expose students to cultural as well as educational opportunities in the local area.

When appropriate, students are encouraged to make use of the Internet and student computers during the daily academic periods. While studying topics of individual interest, students have the opportunity to use computers for Internet research. Word processing and/or presentation software is available to enhance a student's report to the class. Students are able to gain experience with these valuable resources and acquire important computer literacy skills. Beyond the need for student computers and associated hardware, technology does not play a key role in Montessori education, rather there is a much greater emphasis on active learning through the use of high quality, self-correcting materials and hands-on activities.

At its core, Montessori education is a pedagogical strategy that encompasses the needs of all learners regardless of their educational level. Montessori education emphasizes mastery of specific skills with high quality self-correcting materials. With this approach to instruction, RCM is designed to accommodate students of all levels including remedial and accelerated learners. One important aspect of this approach to education is the multi-age classroom that provides the opportunity for children to learn from and teach each other. With this format, students become teachers once they have mastered specific skills. This provides enhanced opportunities for those students that are working at an accelerated pace to assist those students that have not yet fully mastered what they are working on. The "teaching" student reinforces his/her knowledge of the topic while presenting it to the "learning" student. There is also no upper limit to the level of the curriculum. Once students have mastered a skill or a concept, they are welcome to move on with their work at a pace that is comfortable and engaging. Similarly, for those students that are struggling with a particular concept or area of the

curriculum, there is ample opportunity for repeated practice as the student learns from other students as well as the teacher. As students transition into the Adolescent Program and the High School Program, there is an increasing emphasis on student independence, higher-level thinking, and problem solving. This sets students up for success at school and beyond.

Students enrolled in the High School Program are expected to complete the following sequence of courses that meet the University of California a-g requirements.

9th Grade

- Integrated Math (meets Algebra I requirement)
- Integrated Science I (meets Biology requirement)
- English
- Humanities (U.S History and Geography)
- Spanish I
- General Art (one semester) – not U-C aligned
- PE

10th Grade

- Integrated Math (Intermediate Algebra)
- Integrated Science II (meets Chemistry requirement)
- English
- Humanities (US History/Civics)
- Spanish II
- General Art (one semester) – not U-C aligned
- PE

11th Grade

- Math (Geometry)
- Physics
- English
- Humanities
- Art (U-C aligned)
- Internship or Core Project
- Elective

12th Grade

- Math
- Science (lab based)
- English
- Senior Concentration
- Senior Project
- College Preparatory Elective

RCM requires that all high school students accumulate a minimum of 230 credits in grades nine through twelve (Appendix B). Students enrolled in the High School Program are expected to maintain a C- average for all classes in order to receive credit. Students who do not maintain a C- average will have the option of attending summer school or repeating a grade to fulfill minimum grade and course requirements.

RCM will notify parents of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in its Course Handbook, which is distributed annually and posted on the RCM website.

In addition to Montessori-trained, California credentialed teachers, RCM classrooms will make use of qualified classroom aides to provide more opportunities for one-on-one instruction with those students that are in need of additional focused attention. Similarly, daily classroom instruction will be augmented by qualified teachers who will provide instruction in art, music and PE.

RCM will provide after-school care for families that need child-care beyond the regularly scheduled school day. The afterschool care program will be a fee-based program. Fees will be used to cover the cost of after school aides and the program director not listed in the budget. RCM will seek State and Federal grant funding to help defray costs of the after-school program for families that meet the Income Eligibility Guidelines as outlined in the National School Lunch Program.

Educating Special Populations

Maria Montessori's study of education and the development of what has grown into one of the most respected methods of educating children began with 60 unruly children who were considered to be beyond the normal systems of education available at the time. The model Maria Montessori created has grown in popularity and success throughout the world in part because of its concrete approach to educating the whole child in a carefully prepared environment. This type of education based on independent work in multi-age classrooms is ideally suited for children of all academic levels.

Plan for students who are academically low achieving

The very foundation of Montessori instruction is ideally suited students of all academic levels. Montessori teachers are trained to use their observational skills to match student's developmental needs with age-appropriate materials and activities. Children who are low achieving are directed to work with manipulatives that are engaging and allow the child to develop mastery before moving on to more abstract thought and work.

For those children who are underachieving, based on established assessment tools (see Assessment Tools Section C), a Student Study Team (SST) will be formed. Although the SST process will be targeted towards low performing students, an SST can be recommended for any student by teachers, parents or administrators.

The formation of the SST will be based on input from all stakeholders including, but not limited to the following:

- Students:
Participate in the development of their SST with direction and support from parents/families and school personnel practice the skills to become self-directed advocates for their own learning
- Educators:
Active participants in the SST process will share responsibility for facilitating development and implementation of the SST to ensure students have regular and multiple opportunities to review and revise goals, plans, and reflections
- School counselors, administrators, staff:
Actively engage with each educator to provide support in the form of resources, testing and collaboration with the goal of creating the SST that is responsive to the needs of each student and to help monitor its effectiveness.
- Families:
Will actively participate in all SST meetings and will have full access to their child's SST. Family members will be encouraged to engage in conversations with their children about their choices, learning experiences, and their education.

Each SST meeting will address the following criteria:

- Student performing more than one level below his/her actual grade level
- Student not on track to make at least one grade level of growth in reading, writing, and math
- Student does not meet the two criteria above but has persistent challenges with the school's academic or behavioral expectations

Additional support will be recommended for any student with an SST that indicates that he/she is at risk of one these criteria. Additional support will include, but not necessarily limited to the following:

- Reading intervention – Working with a reading specialist for those students that require reading intervention in order to make at least one grade level of growth.
- Student support services – Working with a student support specialist for those students that require extra support for managing social/emotional challenges that are impacting the students ability to access the curriculum.
- Cross-age Instruction – The Montessori Method is designed to make use of cross-age instruction through multi-age classrooms. This type of instruction is a standard part of daily learning for all students. However, for the low achieving student, it may be necessary for the teacher to take a more active role in facilitating positive and productive cross-age instruction between the low achieving student and specific students who will be able to provide high quality tutoring.
- In-class Instruction – Redwood Coast Montessori instructional staff will engage in a wide range of best practices in order to meet the needs of students achieving below grade level. Research based prevention/intervention curriculum will be used along with strategies such as differentiated instruction, 1-on-1 support, small group learning, and staff collaboration.
- Mentoring – Community volunteers, including family members of Redwood Coast Montessori children, students from local colleges, and senior citizen volunteers, will be invited to work 1-on-1 and in small groups with students that would benefit from additional academic support. The director of the charter school will implement and oversee the mentoring program to ensure that the appropriate screening and background checks are administered. Students and mentors will be matched based on needs of the student and skills of the mentor, as well as compatible personalities.
- Response to Instruction and Intervention (RtI²) – The Core Components of the RtI² process, as outlined by the CA Dept. of Ed, will be used for supporting below grade level students. Classroom teachers shall engage in the following RtI² strategies:
 - Use high quality, research-based classroom instruction and materials to provide all students with a culturally relevant, standards-based instruction. The use of a prepared environment with high quality, relevant materials is a key feature of Montessori method of instruction. All RCM teachers shall be qualified teachers, trained in the use of Montessori materials and a research-based approach to instruction.
 - Universal screening of all students through continuous monitoring to determine their performance in relation to grade-level benchmarks, standards and potential indicators of academic and behavioral difficulties. At Redwood Coast Montessori, teachers emphasize data collection on each student on a daily basis. Data includes observations of formal and informal classroom academic and behavioral performance. Targeted assessments (Section C), portfolios, CSTs, and grade level collaborative conferences with other teachers and parent conferences. Data will be closely monitored to determine student progress and to identify the need for differentiated instruction and/or the need for further intervention.

- Continuous classroom progress monitoring through daily data collection. RCM teachers will use daily data collection for each student to identify those students in need of targeted or modified instruction, access to different learning materials or specialized behavioral needs. Data collected by teachers is designed to chart each students' progress towards meeting grade specific learning and behavioral goals and expected standards including a timeline for achieving measureable goals.
- Use of research-based interventions for those students that are not achieving adequate progress as indicated by the RtI² process and the timeline established for achieving established goals. Similarly, response to instruction and intervention will be evaluated to determine the appropriateness of the interventions and cumulative progress.
- Maintain a continuous and consistent delivery of instruction and intervention specific to the learning and/or behavioral needs of the student. All Redwood Coast Montessori teachers are qualified teachers, trained in the use of multiple assessment, data analysis and research-based instructional practices. RCM teachers and staff will work collaboratively as grade level teams to analyze student data and develop an implantation and monitoring plan for each SST.
- Seek active parent/guardian participation in all stages of the ILP process. RCM understands that parents/guardians are essential to the academic and behavioral progress of their child. RCM teachers will use regular parent conferences and written records to keep parents informed about the progress of their child(ren), including appropriate communication with non-English speaking families.
- Use cumulative data, collected through the RtI² process, to recommend students for special education support when appropriate. RCM teachers will use formative and summative assessments, daily learning and behavioral data, and student progress towards achieving measurable goals to assess their need for special education services.

In the event of a special education referral, Redwood Coast Montessori will follow best practices (see “Plan for Students with Special Education Needs”) and will make use of Special Education Staff through Arcata Schools as the need arises and as outlined in the MOU.

Local Control Funding Formula

RCM has provided a reasonably comprehensive description of its annual goals and actions in the state priorities, schoolwide and for all numerically significant pupil subgroups, in its Local Control and Accountability Plan (“LCAP”), attached as Appendix A.

Plan for students who are academically high achieving

Engaging age-appropriate work, a multi-age classroom and long periods of independent work are foundational to the Montessori approach to education. In this environment, students have few restrictions to their progress. Academically high achieving students are not limited by their grade level, once mastery with a concept has been achieved, they shall be guided towards more abstract and challenging work that is age-appropriate and provides unlimited access to academic advancement and achievement. In addition, with the multi-age classroom approach to education, high achieving students often become “teachers” for their classmates, helping to internalize their own personal knowledge and

confidence.

Plan for students who are English Learners

Redwood Coast Montessori will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Redwood Coast Montessori will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Redwood Coast Montessori will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be given the English Language Proficiency Assessments for California (“ELPAC”) assessment within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Redwood Coast Montessori will notify all parents of its responsibility for ELPAC assessment and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The self-correcting materials used in a Montessori classroom are designed for children of all literacy levels including EL students. Redwood Montessori teachers shall design lessons that allow for full access to classroom materials and all concepts studied.

All credentialed RCM teachers responsible for teaching EL students will hold the appropriate credential including one of the following: CLAD, BCLAD, or SDAIE.

Redwood Coast Montessori teachers will include, but are not limited to, the following best practices in working with EL students:

- Implement curricula targeting higher order thinking skills
- EL students will receive daily small group instruction in English language development
- EL students will receive daily instruction based on best practices including modeling, scaffolding, accessing and building upon prior knowledge and vocabulary development
- Make sure EL students have access to English speaking peers
- Evaluate the proper timing of English development and do not force it upon students before they demonstrate their readiness
- Use of a wide variety of literature sources
- Show respect for EL student's primary language and culture

In addition, Redwood Coast Montessori shall adhere to the following:

- RCM will report the number of EL students attending to the district and the state.
- A ELPAC trained staff member will administer all assessments for language proficiency for EL students as outlined above.
- Parents will receive written notification of their child's ELPAC scores.
- EL students who are not making appropriate academic progress will be referred to the SST process for additional support.

ELPAC Proficiency levels will be used as a benchmark to evaluate English Language Development, effectiveness of instruction and ability of EL students to access content based on the following levels:

1. **Minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.
2. **Somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They

can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.

3. **Moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.

4. **Well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

Each student's EL plan will be modified as needed based on teacher and parent input, evaluation of progress based on ELD standards and annual ELPAC testing.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for EL students in the Charter School will include:

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

Plan for students with Special Education Needs

Montessori education is founded on a principle of inclusion. Redwood Coast Montessori believes strongly that classroom communities become stronger and education of the whole child is better served by an environment that is based on diversity including special needs children with an Individualized Education Program (IEP) or 504 plan as identified through Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Section 504 Special Needs

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEIA").

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the

student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The School Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEIA”

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical “industry standard” arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and

parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by

the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the School Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the District and the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the District and parent/guardian.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the

District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Plan for students who choose to withdraw from RCM

For any student that chooses to withdraw from Redwood Coast Montessori, the School Director will make every effort to assist the parents/guardians of the child to find an acceptable school placement that better suits their needs. RCM will also make sure to forward the complete cumulative file for the student to his/her new school within 30 days from their last day of attendance at RCM.

B. Measurable Pupil Outcomes

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

RCM has aligned pupil outcomes with the state priorities in its LCAP, attached as Appendix A.

At Redwood Coast Montessori, teachers and staff work to develop individualized learning goals and objectives for each student based on their developmental and academic readiness. True to the Montessori Method, individualized learning goals are set based on a student-centered approach in which the teacher makes careful observations of student activity and performance in the classroom and then works with the child to help guide them towards curriculum that is age appropriate and at a level that will provide appropriate academic challenge. Using time-tested, high quality manipulatives and Montessori curriculum, students are able to select those materials and learning strategies that best fit their needs and interests within the guidelines set by the trained Montessori teacher. By aligning Montessori pedagogy and curriculum with California State Standards, Redwood Coast Montessori is able to provide highly individualized Montessori instruction that can be assessed through measureable, grade-level outcomes. Student outcomes are based on subject specific goals and objectives.

Subject specific Goals and Objectives

Pupil outcomes assessed by Redwood Coast Montessori staff are based our vision for each child as outlined at the beginning of this charter. Classroom-level skills and attitudes are used to help determine student outcomes listed in Table 3 and are carefully aligned with State Standards.

Student outcomes and assessments for students with special needs will be adapted as appropriate to their Individualized Education Plans. Student outcomes and assessments for English Learner students will be in accordance with the state adopted English Language Development standards and test (ELPAC).

Students of Redwood Coast Montessori will demonstrate the following skills, attitudes and knowledge upon exit from each grade:

- **Language Arts:**
 - Mastery of the CCSS
 - Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience.
 - Students will comprehend and critically interpret multiple forms of expression, including expository and narrative writing as well as literature from various time periods and cultures.

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily

activities in the area of Language arts will include, but not be limited to, the following types of activities:

- Interdisciplinary projects
- Focused independent work
- Skill-building lessons
- Creative and expository writing exercises
- Reading comprehension
- Cooperative group work
- Direct instruction

- **Mathematics:**

- Mastery of the CCSS
- Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought
- Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the CCSS.

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of mathematics will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Integrated math practice
 - Cooperative group work
 - Direct instruction

- **History/Social Studies:**

- Mastery of the CCSS and remaining California State Content Standards
- Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of history/social studies will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Field trips to local and state historical sites
 - Cooperative group work
 - Direct instruction

- **Science:**

- Mastery of the NGSS

- Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which will include physics, chemistry, biology, ecology, astronomy and earth sciences.
- Utilize inquiry-based learning as a basis for understanding core content standards

In addition:

- Teachers will utilize formative assessment of students to help guide instruction. Daily activities in the area of science will include, but not be limited to, the following types of activities:
 - Interdisciplinary projects
 - Focused independent work
 - Skill-building lessons
 - Research papers
 - Science labs
 - Cooperative group work
 - Direct instruction

- **World Language:**

- Mastery of the CCSS
- Students will gain proficiency in content, communication, cultures, structures and settings of world languages
- Students will focus on early stage development for the five categories

- **Physical Fitness:**

- Mastery of the California State Content Standards
- Students will engage in healthy activity while learning sportsmanship and fair non-aggressive competition
- Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits

- **Visual and Performing Arts:**

- Mastery of the California State Content Standards
- Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications
- Students will utilize skills that are woven into daily curriculum options available to the students and through direct instruction from art teachers

- **Health Education:**

- Mastery of the California State Content Standards
- Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility
- Students will utilize interpersonal communication skills to promote personal ethics and accountability

- **Technology:**

- Explore core academic content standards through the use of appropriate technology
- Students will gain an understanding of cultural issues associated with the use of technology
- Students will learn how to use appropriate equipment and software as a tool of life-long

Personal/Social Responsibility

True to the Montessori method of instruction, students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives. Each of these skills is fostered in the Montessori classroom through an emphasis on individual responsibility and choice in learning based on setting goals according to developmental readiness, direct instruction, long periods of uninterrupted work time, multi-aged classrooms and guided practice.

- Life-Long Learning Skills
 - Study skills and habits, e.g., note-taking, library research skills, studying strategies
 - Ability to plan, initiate, and complete a project
 - Ability to reflect on and evaluate one's own and others' learning
- Social/Interpersonal Skills
 - Students will demonstrate:
 - Strong citizenship and leadership and communication skills
 - Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and use of the peace table (see Appendix L for an explanation of the peace table).
 - Ability to collaborate and work effectively with others in cooperative groups

Table 2 Pupil Outcomes, Measurement Tool, Grade Levels and Timeline

English/Language Arts			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the CCSS	3 – 8 & 11	CAASPP	Yearly
	4 & 7	California Standards Writing Test or other State Assessment	Yearly
	TK – 12	ELPAC	Upon enrollment and then yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression with communication skills appropriate to the setting and audience	TK – 12	<ul style="list-style-type: none"> • Classroom-based tests, quizzes and assignments • Portfolios of written work evaluated with school rubrics • Public presentation of projects evaluated pursuant to school-developed rubrics 	Weekly & Monthly
	TK – 8	Developmental Reading Assessment (DRA)	Upon enrollment and each trimester
Students will comprehend and critically interpret multiple forms of expression (expository and narrative writing, literature from	TK-12	<ul style="list-style-type: none"> • Class-based tests & assign. • Portfolios of written work evaluated with school rubrics • Public presentation of projects developed rubrics 	Weekly & Monthly

various time periods)			
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Mathematics			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the CCSS	3 – 8 & 11	CAASPP	Yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
Students will pursue mathematical concepts at a concrete level until mastery and able to move to higher more abstract thought	TK – 12	Teacher observation and data recording	Daily
Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects based on the California Core Content Standards.	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated using school rubrics Public presentation of projects evaluated pursuant to school-developed rubrics 	Weekly & Monthly
History/Social Studies			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the CCSS and remaining California State Content Standards	8-11	CAASPP	Yearly
Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics 	Weekly & Monthly
Increase depth of study in order to help students to integrate social studies and history into their lives and prior experiences	TK – 12	Public presentation of projects evaluated pursuant to school-developed rubrics	Monthly

Science			
Outcome	Grades	Measurement Tool	Timeline
Mastery of the NGSS	5, 8, 10 - 12	CAASPP	Yearly
	TK – 12	Other Federal and State Mandated Standards Tests, as applicable	Yearly
Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science including physics, chemistry, biology, ecology, astronomy and earth sciences	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics Maintain Lab notebook Lab reports 	Weekly & Monthly
Utilize inquiry-based learning as a basis for understanding core content standards	TK – 12	<ul style="list-style-type: none"> Maintain Lab notebook Successful completion of inquiry-based lab activities pursuant to school rubrics Public presentation of projects evaluated pursuant to school developed rubrics 	Weekly & Monthly
World Languages			
Outcome	Grades	Assessment	Timeline
Mastery of the California State Content Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Students will gain proficiency in content, communication, cultures, structures and settings of world languages	TK – 12	<ul style="list-style-type: none"> Classroom-based tests, quizzes and assignments Portfolios of written work evaluated pursuant to school-developed rubrics 	Weekly & Monthly
Students will focus on early stage development for the five categories.	TK – 12	Public presentation of projects evaluated pursuant to school-developed rubrics	Monthly

Physical Fitness			
Outcome	Grades	Assessment	Timeline
Mastery of the California State Content Standards	5, 7, 9	Physical Fitness Test (<i>FITNESSGRAM</i> ®)	Annually (spring)
Students will engage in healthy activity while learning sportsmanship and fair non-aggressive competition	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly
Students will demonstrate improved understanding of healthy living, including proper diet, exercise and personal habits	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly
Visual and Performing Arts			
Outcome	Grades	Assessment	Timeline
Mastery of the California State Content Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will engage in dance, music, theatre and visual arts based on the five primary strands including: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.	TK – 12	School developed assessments and projects	End of unit or trimester
Students will utilize skills that are woven into daily curriculum options available to the students and through direction from art teachers.	TK – 12	Student Portfolios	Monthly

Health Education			
Outcome	Grades	Assessment	Timeline
Mastery of the California State Content Standards	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will participate in daily activities (e.g. morning meeting & extended academic work time) designed to promote personal productivity and responsibility	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Students will utilize interpersonal communication skills to promote personal ethics and accountability	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Weekly & Monthly
Technology			
Outcome	Grades	Assessment	Timeline
Explore core academic content standards through the use of current technology and software	TK – 12	Student portfolios and projects	Monthly
Students will gain an understanding of cultural issues associated with the use of technology	TK – 12	Student produced exhibits and projects	Monthly
Students will learn how to use IT equipment and software as a tool for life-long learning	TK – 12	Anecdotal records, staff conferences, student/teacher conferences	Monthly
Personal/Social Responsibility			
Outcome	Grades	Assessment	Timeline
Life-Long Learning Skills	TK – 12	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly
Social/Interpersonal Skills	TK – 12	<ul style="list-style-type: none"> • Daily teacher records and staff conferences • student/teacher conferences • parent/teacher conferences 	Daily & Monthly

Standardized Testing and Reporting

Redwood Coast Montessori will participate in all State and Federally mandated standardized testing. RCM will use the results of all testing to help guide instruction in order to assure that RCM students will meet or make progress towards mastery of State content standards.

In a continuous effort to improve student learning, Redwood Coast Montessori will strive to:

1. Assure all students meet or exceed average proficiency (and above) levels of students in the District
2. Increase all students performance in core subjects including math, English/language arts, science and history/social studies by at least 5% annually on California state tests
3. Maintain 95% student attendance

C. Methods to Assess Pupil Progress towards Meeting Outcomes

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

In order to best serve our students and community, Redwood Coast Montessori teachers and staff will collaboratively review student progress towards the outcomes listed in Table 2 during regularly scheduled meetings. Data collected from external as well as internal assessments will be used to modify instruction and/or student activities when needed. All grade level outcomes are an integral component of the State aligned Montessori curriculum.

Assessment Tools

A detailed description of the assessment methods to be utilized by RCM appears in Table 2 above.

State and Federal Accountability Measures

Redwood Coast Montessori will strive to make annual progress as determined by meeting Annual Measurable Objectives for each identified subgroup and as a school as a whole (see Table 3).

- CAASPP Testing: Beginning with the third grade, Redwood Coast Montessori will administer the CAASPP tests to all students, as designated by the CDE.

The SBAC test coordinator (School Director) will coordinate CAASPP test administration and compliance based on State mandated guidelines.

Data from the CAASPP test shall be examined by RCM teachers and administrators for each sub-group. Teachers shall use this data to help guide instruction and to ensure continuing student progress and academic growth.

Table 3 CAASPP Annual Goals

	2018 – 2023
Participation Rate	95%
ELA	<ul style="list-style-type: none">• No more than 20% of students will be identified as “Standard Not Met”• 40% or more of students will be identified as “Standard Nearly Met”• 40% or more of students will be identified as “Standard Met or Exceeded”
Mathematics	<ul style="list-style-type: none">• No more than 20% of students will be identified as “Standard Not Met”• 40% or more of students will be identified as “Standard Nearly Met”• 40% or more of students will be identified as “Standard Met or Exceeded”
Annual Progress	One grade level per year per student

- ELPAC: At the beginning of each school year all EL students shall be tested with the ELPAC test to determine their language fluency and growth. All new/incoming students shall be assessed for the first time as well as all returning students. Scores shall be compared with

previous year's scores to determine student growth. Using the ELPAC score, students will be tracked to ensure that they are achieving set goals for language development.

- Other State or Federally mandated assessments will be implemented as required including, but not limited to, the 5th, 7th, and 9th grade Physical Fitness Test (PFT), as indicated by the FITNESSGRAM®. The School Director will work closely with classroom teachers to coordinate all State and Federal testing. Appropriate subject specific teachers will administer specific tests and will work collaboratively with other subject specific and grade specific teachers to interpret the results and to modify instruction when needed.
- Daily teacher records and student/parent/teacher conferences: RCM teachers utilize daily records as a foundational assessment tool for all grade levels. The types of information recorded during daily record keeping includes information about academic activities pursued by students as well as time spent on task and notation regarding any specific successes or challenges faced by the child. In addition, teachers record daily observations relating to personal and social development (see Appendix F for a rubric of grade level attributes used to determine progress towards Life-long learning, social/interpersonal skills and "life" skills).

Formative Assessments

Although assessments using accountability measures will be utilized at key times for determining student and school progress, formative assessment will be used as an ongoing tool by all teachers at Redwood Coast Montessori. Formative assessment will help guide instruction and target lessons based on student need. The first priority of formative assessment will be to help teachers design effective lessons that promote student learning. Formative assessments may be designed as a tool for individual students or for small group or whole class instruction.

In order to assess each student's intellectual, physical and psychological progress, the following assessments will be used:

- Albanesi Curriculum Program for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in mathematics, language arts, and geometry
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Participation in community academic events such as the annual county science fair and history day
- Curriculum-based assessments
- DRA Reading assessments
- Performance-based and skill demonstrations
- San Diego Quick for reading and reading comprehension (decoding)
- CBM Math for math skills
- Teacher observation and regular recording of activities in the classroom
- Parent-teacher conferences which are scheduled twice yearly and as needed
- CAASPP

Information and observations will be gathered, recorded and reviewed by each teacher on an ongoing basis in order to facilitate the optimal growth and potential for each student and will be summarized in each student's progress report in December and May.

Montessori Philosophy and Summative Assessments

Using the prepared environment, one of the foundational tenets of Montessori education, RCM students will learn self-assessment from the self-correcting materials and teacher/student modeling. Critical to the Montessori method of instruction, self-assessment, self-reflection and self-correction are skills learned by Redwood Coast Montessori students through the prepared environment of a Montessori classroom and through peer-aged tutoring. With the multi-age classroom, found in all RCM classrooms, students experience mentoring from more experienced/older students and then become mentors to the younger and/or less experienced students. This type of holistic learning style is key to the development of student's academic skills and personal growth.

Each student's progress within this system of education, will be monitored through teacher documentation. A progress report of student growth towards mastery of within the CA core content requirements will be prepared each December and May. These progress reports will be discussed and sent home with the parents/guardians during parent/teacher conferences held at the end of each semester of study. Tools used to monitor student progress and determine progress towards mastery of the core content standards will include, but not be limited to, the following:

- Daily teacher observation and data collection for each student in the classroom
- Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans
- Standardized tests
- Dynamic Indicators of Basic Early Literacy (DIBELS)
- Informal Reading Inventories (DRA)
- Participation in small group and whole group activities
- Attendance records

As a public charter school, Redwood Coast Montessori staff will administer California standardized testing (CAASPP testing) on an annual basis. Assessments will begin in grade 3 and continue through grade 11. All standardized testing will be overseen by the CAASPP test coordinator for RCM. Test scores will help guide instruction and to set individual academic goals for each student. Redwood Coast Montessori will provide CAASPP summary data to Arcata Schools each year.

D. Governance Structure of School

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation

Redwood Coast Montessori is a directly funded, independent charter school and is operated as a California Nonprofit Public Benefit Corporation, pursuant to California law. RCM is organized and operated exclusively for public and educational purposes within the meaning of Internal Revenue Internal Revenue Code §501(c)(3) and the California Revenue and Taxation Code §23701d.

RCM operates autonomously from the District, with the exception for the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and RCM. Pursuant to California Education Code section 47604(c), the District is not liable for the debts and obligations of RCM, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RCM as long as the District has complied with all oversight responsibilities required by law.

Attached as Appendices D-F, please find the Conflict of Interest Code, RCM Articles of Incorporation and corporate bylaws.

Redwood Coast Montessori hereby affirms that it complies with the Ralph M. Brown Act, the California Public Records Act, and the conflicts law provisions of the Political Reform Act and Government Code Section 1090. The Charter School affirms that no Board member or designated employee will enter into a contract with the Charter School in violation of the Political Reform Act or Government Code Section 1090. There will be no paid employees on the RCM Board of Directors and the Charter School will engage full governance training including conflicts of interest, the Brown Act, the Public Records Act, and effective Board governance on an annual basis.

Board of Directors

Redwood Coast Montessori will be governed by its nonprofit Board of Directors (or “Board”) and pursuant to the adopted nonprofit bylaws (see Appendix F).

The Board consists of five (5) directors which includes parents/guardians of children attending Redwood Coast Montessori and members of the community with a vested interest in the success of Redwood Coast Montessori. Additionally, the authorizer may appoint a representative to the Board as allowed under Education Code Section 47604(b). All directors shall have full voting rights, and all directors, with the exception of the authorizer appointed representative (if any) shall be designated by the RCM Board of Directors. Directors will serve terms of service as outlined in the bylaws, attached here as Appendix F.

The Board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting all school employees and resolving all major

disciplinary issues.

The Board meets at least monthly to review, adjust or implement changes designed to improve the mission of Redwood Coast Montessori.

All meetings of the Board shall operate in accordance with the Brown Act.

All directors shall work in good faith to support the mission and vision of Redwood Coast Montessori.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Redwood Coast Montessori Operations

The day-to-day operations of Redwood Coast Montessori is the responsibility of the Director. The duties of the School Director include, but are not limited to the following:

- Report to the BOD concerning school issues such as progress, events, programs, and concerns
- Meet with parents as needed
- Oversee curriculum and instruction
- Meet with Arcata Schools
- Oversee the budget and purchasing
- Evaluate, promote and discipline teachers and staff
- Negotiate salaries
- Develop short and long range plans
- Facilitate grant writing and grant applications
- Oversee the operations of a safe and productive school
- Talk with students encountering problems and help resolve problems
- Inspect teacher and paraprofessional credentials and maintain filing system to ensure that all teachers are appropriately credentialed

In addition to the School Director, an office manager helps maintain the day-to-day operations of the RCM. The duties of the office manager include, but are not limited to the following:

- Compile and maintain the student cumulative files, attendance reports grade reports and other school records
- Greet visitors to RCM and direct visitors to the appropriate destination within the school
- Answer the telephone, emails, faxes directed to RCM
- Accept and deposit funds for student events and school events
- Maintain a calendar of school events;
- Oversee playground and classroom activities during temporary staff absence

- Assist the director with all administrative tasks as appropriate
- Possess skills necessary to run office software including, but not limited to word processing, spreadsheets, school database and Internet
- Facilitate donor and family mailings
- Data management

Teaching staff at Redwood Coast Montessori are primarily responsible for the management and education of RCM students. Additional duties of the teaching staff include, but are not limited to the following:

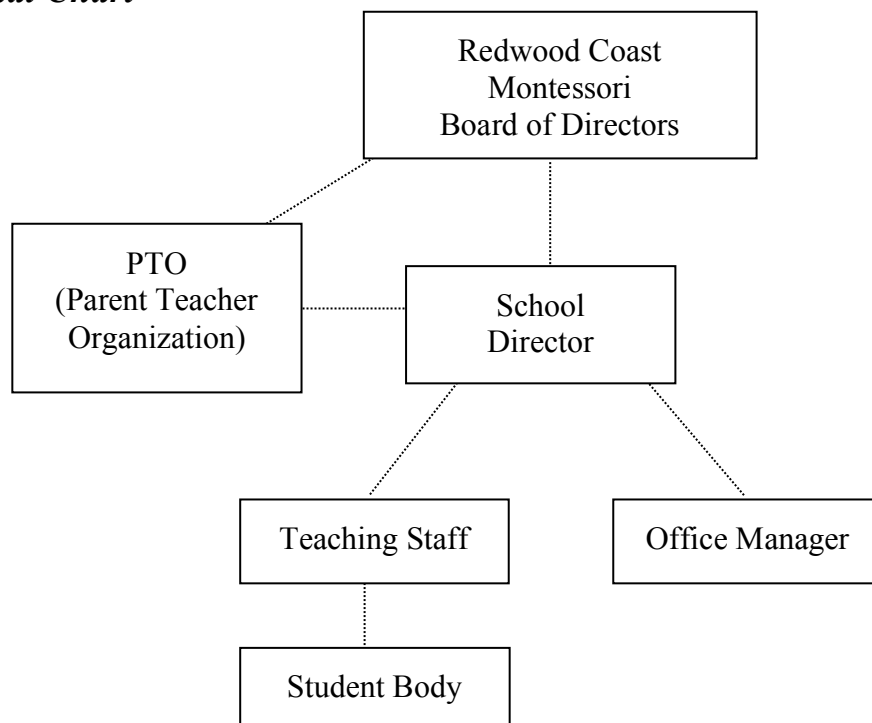
- Assist with school wide events as needed
- Assist with fundraisers as needed
- Maintain daily attendance of assigned students
- Communicate with parents as needed
- Provide a safe and productive school environment
- Communicate with students and parents about academic progress and methods of improvement
- Provide regular grade updates to parents and the Director

Parent Teacher Organization

Redwood Coast Montessori’s Board of Directors has established a parent advisory committee. The RCM Parent Teacher Organization (“PTO”) works under the guidance of the Board of Directors to encourage parental involvement in the mission of the school and to help achieve the goals and objectives. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

Among the responsibilities of the RCM Parent Teacher Organization, are to establish ways for families to become involved in RCM activities that support the mission of Redwood Coast Montessori and to organize fundraisers and grant opportunities that are in accordance with the vision of RCM.

Organizational Chart



E. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Redwood Coast Montessori will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. In addition to California teaching credential, we will actively seek teaching professionals who are trained in Montessori education. These teachers will teach the "core" academic classes of mathematics, language arts, science, history/social studies, world languages and visual/performing arts. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All employees of Redwood Coast Montessori shall provide:

- Proof of a current and negative TB risk assessment or examination
- Fingerprinting/background screening
- Copies of teacher/administrative credentials/certificates when applicable

Current copies of these documents will be kept on file at the RCM office and available for audit and compliance purposes.

In the event that any personnel changes occur, Redwood Coast Montessori will notify the District in writing within 10 business days. As enrollment increases, Redwood Coast Montessori will hire additional staff as needed to accommodate the growing student population. The school may, with the approval of the RCM Board of Directors and the District, create new full-time or part-time job positions that are not currently outlined in this petition.

All hiring of RCM personnel will be the sole responsibility of the RCM Board of Directors. The Board may solicit recommendations and input from the School Director. All employees of Redwood Coast Montessori will be at will employees and can be terminated with out cause by the RCM Board of Directors.

Non-Discrimination Statement

Redwood Coast Montessori shall select its own staff. The selection procedure shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]. RCM staff shall consist of persons who are committed to Redwood Coast Montessori's mission and vision.

Staff Qualifications

Director qualifications:

The qualifications of the Director of Redwood Coast Montessori shall include, but are not limited to the following:

- A Bachelor's degree from an accredited university
- A California Clear Credential with at least 5 years of teaching experience

- A Tier 1 or Tier 2 Administrative Credential or a certificate of eligibility
- Strong support and understanding of the mission of Redwood Coast Montessori
- A working knowledge of Charter law and the responsibilities of RCM to abide by these laws
- A comprehensive understanding of budget development, financial planning and fiduciary accountability
- Strong oral and written communication skills
- Ability to utilize assessment data to evaluate school performance
- Ability to foster an open and productive atmosphere within the school community
- Ability to advise, support, and inspire teachers, staff, students and parents

Teaching staff qualifications:

The qualifications of the Teaching Staff of Redwood Coast Montessori shall include, but not limited to the following:

- A Bachelor's degree from an accredited university;
- An appropriate teaching credential issued by the CCTC
- Possess a Montessori teacher diploma/certificate or willingness to obtain Montessori diploma/certificate within two years of hire, unless specific arrangements are approved by the Board.
- CLAD, BCLAD or SDAIE certified
- Basic first aid and CPR training
- Core academic subject matter competence
- Commitment to student success and ability to work with the target population
- Commitment to the mission and vision of Redwood Coast Montessori
- Willingness to work as a member of a learning community
- Willingness to attend all mandatory professional development training
- Ability to be reflective and adapt instruction to the needs of the students using assessment data

Office Manager qualifications:

The qualifications of the Office Manager of Redwood Coast Montessori shall include, but not limited to the following:

- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori
- Ability to work independently
- Possess good basic computer and technology skills
- Possess strong oral and written communication skills
- Possess strong organizational and time management skills
- Basic computer skills necessary for the successful operation of the School office
- Basic bookkeeping and financial management skills are strongly encouraged

Teaching/Afterschool Aides qualifications:

The qualifications of the Teaching/Afterschool Aides of Redwood Coast Montessori shall include, but not limited to the following:

- Successful completion of the Paraprofessional Exam and hold a Certificate for Title I classrooms
- An Associate's degree or equivalent work experience
- Good communication and organizational skills
- Commitment to the mission and vision of Redwood Coast Montessori

- Willingness to enforce administrative policies and rules governing students
- Ability to work independently
- Possess strong oral communication skills
- Ability to work with children in a compassionate and thoughtful manner
- Ability to supervise children in a variety of different situations including outdoors, classroom, multi-purpose room, etc.

Redwood Coast Montessori may also employ or retain non-certificated instructional support staff in any case where a prospective staff member 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.

Redwood Coast Montessori will seek administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

F. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Prior to commencing instruction, Redwood Coast Montessori will adopt and implement a comprehensive set of health, safety, and risk management policies. A complete set of health and safety policies will be delivered to Arcata School District at least 30 days prior to the beginning of instruction as an independent charter school. These policies will be developed in consultation with the school's insurance carriers and at a minimum include the following considerations:

Procedures for Campus Visitors

All visitors are required to register with the director or designee upon entering the campus.

Procedures for Background Checks

Employees and contractors of the charter school are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Individuals who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Arcata School District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TB Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations and Health Screenings

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Whooping Cough (Pertussis)

Pursuant to AB 354, Redwood Coast Montessori requires all rising 7th grade students to show proof of immunization a Pertussis booster on or after their seventh birthday.

Diabetes

Pursuant to California *Education Code* Section 49452.7, Redwood Coast Montessori shall provide type 2 diabetes information to parents and guardians of incoming seventh grade students.

Medication in School

Redwood Coast Montessori will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Redwood Coast Montessori will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Food Service

The school may contract with the District or any other source to provide food services.

Emergency Preparedness

Redwood Coast Montessori shall adhere to its School Safety Plan drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. This Plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the School Safety Plan. The School Safety Plan shall be kept on file for review. Redwood Coast Montessori staff shall be trained annually on the safety procedures outlined in the plan.

Drug Free/Alcohol Free/Smoke Free Environment

Redwood Coast Montessori shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

Redwood Coast Montessori shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001. Records of full facilities compliance shall be maintained on file.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy, a copy of which is included in the Comprehensive Complaint Policy, attached as Appendix C.

CPR & First Aid

All instructional and administrative staff of RCM are required to receive training on emergency and first aid response. This includes CPR training for infants, children, and adults.

Blood Borne Pathogens

Redwood Coast Montessori shall meet the state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The RCM Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

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

In accordance with Education Code Section 47605(b)(5)(G), Redwood Coast Montessori is committed to achieving a racially and ethnically balanced student population that is reflective of the general population residing within the territorial jurisdiction of the Arcata School District. In an effort to achieve a diverse student population, RCM's recruitment process will be scheduled to coincide with open enrollment dates used by Arcata Schools. Redwood Coast Montessori has implemented a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the District population:

Community Presentations (January)

- Introduce mission of RCM and discuss Montessori education.
- Question and answer session for interested parents.
- Provide information about open school week, informational meetings, application process and timeline.

Printed information (January)

- Montessori informational brochure and information about open enrollment

Internet (ongoing)

- RCM website

Media (timing based on event)

- Public Service Announcement (PSA) in print and radio media notifying public of RCM chartering approval
- PSA of open enrollment dates and contact information in print and radio media

Open school informational meetings

- Open school week in mid-January
- Two informational meetings in Mid-January (evening and Saturday)

H. Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Redwood Coast Montessori is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, nor discriminate on the basis of characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics (Education Code Section 47605(d)(1). RCM will admit all California State resident pupils who wish to attend, up to the school's capacity.

If the number of student applicants exceeds enrollment capacity, new students will be admitted to the school through a public random drawing. Existing students are exempt from any public random drawing and shall be guaranteed admission. Admission preferences for enrollment shall be extended in the following order in accordance with Education Code sections 47605(d)(2), 47605(f), and 47612 and Section 5210 of the ESEA.

Redwood Coast Montessori will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. An open enrollment period will be set and publicized annually. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies. The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

- outreach and marketing
- orientation sessions for parents and students
- an open enrollment period
- an admissions lottery if necessary
- enrollment.

Lottery Process

In the event that the number of students seeking admission to RCM exceeds capacity at the end of the open enrollment period, the school shall hold a single public random drawing ("lottery").

The pupils included in the following categories are exempt from the lottery with the approval of the chartering agency:

- Existing pupils already enrolled in the charter school
- Siblings of students already admitted to or attending the charter school
- Children of founders² and/or teachers and/or staff (not to exceed 10% of total enrollment)

Students in the following categories will receive a higher weighting (2:1) for admission.

- Students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution
- Students who reside in the District in which the charter school is located

² For the purposes of this charter, founders are defined as those individuals listed as the "Founding Team" above.

Applicants and the public will be notified concerning the location, date and time of the lottery drawing, which will be held at a time and place calculated to allow for highest attendance. Applicant numbers will be drawn randomly until full enrollment is reached. Once full enrollment is reached, applicant numbers will continue to be drawn and added to a waiting list in the order of the drawing. Records of the public lottery will be kept on file at the school.

Intent to Enroll Process

Redwood Coast Montessori will accept Intent to Enroll forms at the time of its open enrollment period, which will be commensurate with Arcata Schools' open enrollment calendar, to provide for fair and equitable admission to all students. Aligning RCM's open enrollment period with Arcata Schools' will provide ample time, from the date of approval, to pursue specific outreach and recruitment efforts necessary to attract a broad demographic base representative of the diverse families residing in the Arcata area. In subsequent years, recruitment efforts will be concentrated in the months of November through February with some year-round efforts in the form of ongoing media attention and disbursing school information fliers at school events and various offices that serve socially and ethnically diverse families. The window for submitting Intent to Enroll forms will extend until mid- March. After this time, if there are any available openings for the following school year, additional Intent to Enroll forms will be accepted on a first come first served basis until enrollment reaches capacity. Once capacity is reached, all interested applicants will be placed on a waiting list in the order they apply.

Confidentiality of Student Records

Redwood Coast Montessori shall adhere to all procedures related to confidentiality and privacy records as required by the Family Educational Rights and Privacy Act (FERPA). Student files will be kept in locked file cabinets and only made available to school official's with legitimate education interest or upon signed request by the student's parent/guardian. Electronic student files and grade books will be password protected to ensure access only to authorized persons.

I. Financial (and Programmatic) Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

RCM will continue to work with Arcata School District to complete the annual audit in order to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and other key compliance matters. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and pursuant to applicable sections of the Standards and Procedures for Audits of California K-12 Local Educational Agencies (regulations governing charter school audits).

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 each year.

The following reports will be submitted to Arcata School District and the Humboldt County Office of Education within timelines listed below:

- Preliminary Budget – July 1
- First Interim Financial Report – December 15
- Second Interim Financial Report – March 15
- Unaudited Report for the full prior year – September 15
 - P1 –First week of January
 - P2 – First week of April

The independent financial audit of the Charter School is public record to be provided to the public upon request.

J. Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph

or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in

excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (c) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the School Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil

confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is

admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The School Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

Disciplinary Records

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

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan

should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural

safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

K. Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

For eligible employees, Redwood Coast Montessori will participate in the State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS). RCM employees will contribute the required percentage and RCM will contribute the employer's portion required by STRS and PERS. All withholdings from employees and RCM will be forwarded to the STRS and PERS funds as required. Non-certificated employees, including those who participate in PERS, will contribute to the federal social security system. The RCM Board may consider offering a retirement plan such as a 403(b) or 401(k) to its employees. Retirement reporting will be contracted out to a qualified service provider; however, the School Director will be responsible for ensuring that such retirement coverage is arranged.

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) will be provided by Redwood Coast Montessori. Health, dental, vision and related benefits will also be available to all Redwood Coast Montessori employees.

L. Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend RCM. Students who opt not to attend Redwood Coast Montessori may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

For all students who have been accepted to Redwood Coast Montessori, parents or guardians will be notified on admittance forms that the students have no right to admission in a particular school of the local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

M. Description of Employee Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. The leave and return rights of Arcata School District employees who choose to work at Redwood Coast Montessori shall be set forth in current Education Code, District policies, or the employee's current collective bargaining agreement. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Redwood Coast Montessori Board of Directors retains the right to set all wages, benefits (sick leave, vacation days, health benefits), and termination, with or without cause and with or without notice for all employees of Redwood Coast Montessori. All rights and responsibilities of employees of Redwood Coast Montessori shall be outlined in the staff handbook adopted by the Board of Directors. All policies regarding hiring or termination of employees will be in accordance with State and Federal non-discriminatory law.

N. Dispute Resolution

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

O. School Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

If Redwood Coast Montessori ceases operation and closes, and its governing board determines that there is no successor charter school, then the school's governing board shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the "Authorized Closer." The Authorized Closer shall commence closure proceedings by promptly notifying parents and guardians of pupils, the District, the County Office of Education, the SELPA in which RCM participates, the retirement systems in which the school's employees participate, and the California Department of Education of the closure.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for reasonable inquiries related to the closure, the pupil's districts of residence, and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. Redwood Coast Montessori shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. Redwood Coast Montessori shall complete an independent final audit within six months of the school's closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of

- property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Redwood Coast Montessori will be operated as a California nonprofit public benefit corporation. If in connection with the closure, the school's governing board determines that it will dissolve the school corporation ("Dissolution"), then

- the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq.
- the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation.

Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

Miscellaneous Clauses

A. Budget and Financial Reporting

Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

B. Insurance

The Charter School maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School agrees to adhere to the terms of the MOU between RCM and Arcata School District. As outlined in this MOU, the District will provide the outlined administrative services for the agreed upon fee schedule.

D. Facilities

Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

This charter authorizes the operation of Redwood Coast Montessori, which shall operate within the geographic boundaries of Arcata School District, unless the School is unable to locate within district boundaries and opts to locate outside of the district as authorized pursuant to Education Code §47605(a)(5).

Redwood Coast Montessori intends to locate within the boundaries of the Arcata School District.

Redwood Coast Montessori has a signed lease with the Manila Community Services District to rent classrooms within the Manila Community Center. The Manila Community Center is located at 1611 Peninsula Drive, Arcata, CA 95521 within the Arcata School District. The facility includes at least 8 classrooms with a combined space of approximately 7,000 square feet, a commercial kitchen and dining/multipurpose room, multiple office spaces, storage areas and ADA compliant boy’s and girl’s bathrooms.

The outdoor space includes ample on-site parking, which can accommodate 64 cars, a large grass field, garden, running path, outdoor basketball court, fenced playground and nearly unlimited access to the natural dune environment.

Based on our projected enrollment for Redwood Coast Montessori, the Manila Community Center will easily accommodate our growth and intended use for the TK – 8th grades.

The Manila Community Center was originally designed as a public school facility, our intended move to this site will return the Center to it's intended use as a school while continuing to serve the Manila community as a public resource center.

For the 9th – 12th grades, RCM has signed a lease agreement with the Full Gospel Tabernacle of Eureka for the property at 2610 Wyatt Lane, Arcata, CA 95521. This facility includes ample outdoor space and classrooms and a meeting hall sufficient for the 9-12 program. RCM is working with Greenway Partners to secure a long-term site for the high school program.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

- Any material revisions to this charter shall be made by the mutual agreement of the governing boards of Redwood Coast Montessori and Arcata Schools. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.
- The terms 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 Arcata School District and governing board of Redwood Coast Montessori. The Arcata School District and RCM agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.
- All official communications between the Redwood Coast Montessori and Arcata Schools will be sent via First Class Mail or other appropriate means.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall maintain the memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board has appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2018 through June 30, 2023.

Appendix A LCAP

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Redwood Coast Montessori

Contact Name and Title Bryan Little, Director

Email and Phone

bryan@redwoodmontessori.org,
(707)832-4194

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Redwood Coast Montessori began as an independent charter school during the fall of 2013 with sixty students in grades K-7th. Throughout the evolution of Redwood Coast Montessori, one consistent characteristic, which has triggered growth in capacity and services, is the support of parents and children for the dedicated teachers and for the traditional Montessori method used at RCM. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the child and the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully “prepared environment” that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each child. Redwood Coast Montessori students thrive within this traditional Montessori environment as they are guided by dedicated loving teachers who value the individual needs of the child and emphasize the responsibility each child has to self, community and environment.

With the continued success of Redwood Coast Montessori, there has developed increased demand for expanding grade opportunities beyond 8th grade and to expand the scope of the community to introduce new families and children to the outstanding opportunities found within the Montessori method of instruction. With these goals in mind, a core group of Redwood Coast Montessori families, educators and supporters has committed countless hours to building the RCM community and developing an implementation plan for the growth of Redwood Coast Montessori into a K-12

Independent Charter School.

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance for the 2015-16 school year. This data, along with significant stakeholder engagement input has informed and influenced this plan.

Student Group Report

Redwood Coast Montessori - Humboldt County

Enrollment: 99

Socioeconomically Disadvantaged: 37%

English Learners: 3%

Foster Youth: N/A

Grade Span: K-8

Reporting
Year:

Spring 2017

Charter School: Yes

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Conditions of Learning will include highly qualified teachers and upgrade of school site.

1. Hire and retain highly qualified teachers and staff.
2. Strengthen staff professional growth opportunities and ability to address academic and social/emotional needs of all students.
3. Improve facilities to include energy retrofit and rebuild of building A.

Maintain and improve communication and connections with parents, students, and community.

1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
3. Develop new community partners

Improve student engagement.

1. Increase enrollment and grade level curriculum through 9th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation the greatest area of progress was in the area of maintaining a low suspension rate. During the 2016-17 school year, no students were suspended from any of the demographic groups. This success is in part due to our LCAP goal #2: Maintain or improve communication and connections with parent, student, and community. Good communication is maintained with parents, students, and school staff which helps RCM serve the needs of each individual student.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Redwood Coast Montessori did not have any performance areas that were in the "Red" or "Orange" rating. The one area that was in the "Yellow" was from the math CAASPP scores. This state indicator highlights the need to address how well RCM is preparing our students for the CAASPP assessments. Redwood Coast Montessori has already implanted a new math assessment tool (easy CBM) to help establish a highly responsive tool that is easily accessible to teachers throughout the school year and that can track student performance with the goal of targeting instruction based on the needs of the individual student.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There were no LCFF Evaluation Rubrics that identified any state indicators for which performance for any student group was two or more performance levels below the “all student” performance. The main area of need, math, was fairly consistent across all student groups and is being addressed.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Implementation of math assessment tools to help gather student specific information that will allow for targeted instruction towards those students in greatest need.

Improved lunch program to address nutritional needs of students, particularly low-income students, English learners, and foster youth.

Speech screening for all K-3rd grade students.

Expanded use of reading intervention program.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,349,712

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,052,178

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

After School and Summer Youth Program, First 5 Program, Manila Community Resource Center, Special Education Paraprofessional salaries and benefits, Prop 39 project(s), Administrative salaries and benefits, behavior services contracts, and utilities

\$1,052,178

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Conditions of Learning will include highly qualified teachers and upgrade of school site.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Recruit and retain highly qualified teaching staff.

1. Beginning Teacher Student Assessment (BTSA)/Induction
2. Montessori Teacher training programs and conferences
3. Grade level collaboration

Implement Positive Discipline as a school-wide strategy

1. Train all staff in Positive Discipline strategies

Continue to improve the overall quality of the site.

1. Implementation of BIG Grant
2. Implementation of energy retrofit (Prop. 39)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers will be highly qualified. There will be no teacher miss-assignments.

ACTUAL

1. 100% of teachers are highly qualified. There are no teacher miss-assignments.

4. Planning for energy retrofit will have been completed.

4. Planning for energy retrofit has been completed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Recruit and retain highly qualified teaching staff and promote implementation of best practices. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Montessori Teacher training programs and conferences 3. Grade level collaboration	ACTUAL 1. Resource teacher completing BSA program 2. Teachers attended several trainings to improve instruction. 3. Grade level collaboration occurred for all grade levels throughout school year.
	BUDGETED Certificated and classified salaries and statutory expenses \$629,947	ESTIMATED ACTUAL

Action **2**

Actions/Services	PLANNED Train all staff in the use of Positive Discipline strategies.	ACTUAL 100% of staff completed Positive Discipline training.
	BUDGETED Certificated and classified salaries and statutory expenses \$629,947	ESTIMATED ACTUAL

Action 3

Actions/Services	PLANNED Expansion of wireless internet service throughout the campus.	ACTUAL School wireless internet service was upgraded to 100mb system through the BIIG K-12 grant.
Expenditures	BUDGETED Services and other operating expenses \$179,227	ESTIMATED ACTUAL

Action 4

Actions/Services	PLANNED Planning phase of site energy retrofit will be completed.	ACTUAL Planning phase of Prop. 39 site energy retrofit was completed and approved by Board.
Expenditures	BUDGETED Services and other operating expenses \$179,227	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Implementation of the actions/services was successful in all areas for this goal. All teachers are highly qualified and are teaching in their credentialed areas of expertise. Throughout the year, teachers attended several different types of trainings including writing, reading, STEAM, and special education.</p> <p>Implement of Positive Discipline was highly successful. All RCM staff attending the in-service training at the beginning of the school year. In addition, teachers and staff continue to meet on a monthly basis to revisit PD concepts and to discuss specific case studies.</p> <p>Implementation of several efforts including energy retrofit and Internet upgrade have progressed as planned.</p>
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Recruitment of highly qualified teaching staff was highly effective. In part due to the outstanding reputation of the Redwood Coast Montessori and the commitment of the staff, all teaching staff have demonstrated a high level of professionalism and are placed according to their credentials.

Implement of the Positive Discipline training has proven to be very beneficial to the staff and the students. All classrooms are using the tools learned in the training including regular classroom meetings and the use of other tools learned in during the training.

The school site is now equipped with a 100mb wireless system that is delivering high speed internet to all parts of the campus. This upgrade is due to the acquisition of the BIIG K-12 grant. In addition, the planning phase of the energy retrofit using Prop. 39 funding, has been completed as planned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All staff were successfully trained with Positive Discipline. The tools and strategies are used in all classrooms. This action will shift from training to ongoing review of case studies and best practices to assure that Positive Discipline continues to be an effective strategy for RCM. This action was shifted to goal #3 (student engagement). The rubric that will be used to evaluate this action is that all classrooms will utilize classroom meetings on a weekly basis and the teaching staff will review best practices and case studies a minimum of 4 times throughout the school year.

Goal 2

Maintain or improve communication and connections with parent, student, and community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

1. Improve school website and use of social media

2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Update Single School District Plan

Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student.

1. Expand duties of PTO
2. Create PTO website and increase use of social media
3. Develop new community partners

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Continue weekly e-Newsletter and other social media.
2. Improve/update website to include more content that can be accessed by parents, students, and community.
3. Expand duties of Parent-Teacher Organization (PTO).

ACTUAL

1. The RCM weekly e-Newsletter was continued and upgraded to include more information about school and community events. The RCM Facebook page continues to be a highly effective tool for communicating with families and the community regarding school events and developments.
2. A new webmaster was identified to help keep the school web page up to date and to maintain the school calendar. This is an effective tool for communicating with families.
3. The PTO has expanded its role at school and has taken over all the major fundraising activities. The PTO also supports several social events and staff appreciation efforts.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

ACTUAL

1. The school website has a new webmaster that updates the website with all major events and keeps the calendar up to date. The RCM Facebook page is kept up to date with all major events and has proven to be an effective tool for

Expenditures	<ol style="list-style-type: none"> 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Update Local Control Accountability Plan (LCAP) 4. Update Single School District Plan 	<ol style="list-style-type: none"> reaching out to the larger community. 2. The weekly newsletter contains all school wide information and is sent out every week school is in session. 3. The Local Control Accountability Plan (LCAP) was updated using input from parents and staff. 4. The Single School District Plan was not updated during the 2017-18 school year.
	BUDGETED Administrative expenses \$58,210	ESTIMATED ACTUAL

Action 2

Actions/Services	PLANNED Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student. <ol style="list-style-type: none"> 1. Expand duties of PTO 2. Create PTO website and increase use of social media 3. Develop new community partners 	ACTUAL <ol style="list-style-type: none"> 1. The PTO has taken over all major fundraising efforts for the school. The PTO has also implemented several social events and staff support efforts. 2. The PTO continues to use the RCM website as a source of advertisement and communication. 3. RCM continues to collaborate with many community partners. Several new partners have been developed including the Humboldt Sponsors organization and the Peninsula Community Collaborative. RCM is one of the founding members of the Peninsula Community Collaborative, an organization that promotes community organization and communication.
	BUDGETED Administrative expenses \$58,210	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions/services was met with good success in most areas. The effort to promote ongoing and open communication was achieved with an updated and improved website and RCM Facebook page. The weekly e-newsletter was also updated and maintained on a weekly basis to promote communication among the entire school community.

The LCAP was updated using input from community survey results that included both parent and staff input.

The Single School District Plan was not updated during this action period.

Important partnerships were formed with local organizations. The adolescent program secured a grant from Humboldt Sponsors to support their Montessori Model United Nations project.

RCM also helped to establish the Peninsula Community Collaborative which is a community group with the mission of increasing collaboration and communication among communities on the Samoa Peninsula.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Use of the weekly e-newsletter has been very effective with an average of 65-70% of the families reading the newsletter on a regular basis. In addition this same tool is used to communicate with families regarding issues of special importance including health concerns, PTO meeting announcements, and special school events. The school Facebook page has over 500 likes and continues to be a popular tool for communicating with families.

Efforts to reach out to staff and the parent community for input regarding the LCAP were successful. Similar to last year, approximately 25% of the community provided valuable input for updating the LCAP for RCM.

The Single School District Plan was not updated during this action period.

Efforts to achieve the goal of increasing community connections and partnerships were quite successful. Several media stories were posted on efforts our adolescent students are undertaking in connection with the Montessori Model United Nations. In addition grant funding was secured from Humboldt Sponsors. Formation and support of the Peninsula Community Collaborative has also been an important accomplishment of Redwood Coast Montessori.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is integral to the success of Redwood Coast Montessori. Although the focus of this goal remains unchanged, the specific activities will adjust based on the needs of the community. Use of the weekly e-newsletter, website, social media, and LCAP will continue to provide avenues of communication between students, staff, and parents.

Goal
3

Ensure student has access to instructional materials that are aligned to CCSS.

- 1. CCSS Montessori materials
- 2. NGSS Science curriculum
- 3. Supplemental CCSS instructional materials

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

- 1. Increased enrollment to include 8th grade.
- 2. Ensure student access to instructional materials that are aligned to CCSS.
- 3. Train students in use of Positive Discipline strategies as a method for resolving conflicts and empowering students.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. Expand enrollment and curriculum to include 8th grade.
- 2. Increase by 5% the number of students performing at grade level in ELA and Math on the CAASPP.
- 3. Increase by 5% the number of students scoring at proficient level on science assessment.
- 4. Train 100% of all students with Positive Discipline strategies.

ACTUAL

- 1. Enrollment was increase from 99 to 110 students which included 12 students in the 8th grade.
- 2. The number of students performing at grade level on the CAASPP ELA assessment increased by more than 5%. The number of students performing at grade level on the CAASPP math assessment did not increase by 5%.

3. The number of students taking the science assessment were not sufficient in order to receive results to compare with the prior year.
4. All students have been trained in and participated with Positive Discipline strategies throughout the school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED Expand CC aligned curriculum to accommodate 8th grade students.	ACTUAL A full set of common core aligned curriculum was developed for the 8 th grade.
Expenditures	BUDGETED Certificated and classified salaries and statutory expenses \$629,947	ESTIMATED ACTUAL

Action **2**

Actions/Services	PLANNED Ensure student/teacher access to instructional materials that are aligned to CCSS. <ol style="list-style-type: none"> 1. Montessori materials 2. Science curriculum 3. Supplemental CCSS instructional materials Adopt math assessment tool.	ACTUAL <ol style="list-style-type: none"> 1. Montessori curriculum materials were developed based on the outline in our school charter for the 8th grade. 2. Science curriculum materials were developed based on the outline in our school charter for the 8th grade. 3. Supplemental CCSS instructional materials were developed based on the outline in our school charter for the 8th grade. The math assessment tool EasyCBM was adopted as a school-wide math assessment tool.
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated and classified salaries and statutory expenses \$629,947	

Action 3

Actions/Services	PLANNED	ACTUAL
	Train 100% of all students with Positive Discipline strategies.	All students participate in regular weekly Positive Discipline activities to help familiarize all students with the process and to help peacefully resolve conflicts.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated and classified salaries and statutory expenses \$629,947	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<ol style="list-style-type: none"> 1. Implementation of increasing enrollment to include 8th grade was achieved with full success. 2. Students had full access to instructional materials that are aligned to CCSS at all grade levels TK-8. 3. All students participate in Positive Discipline strategies as a regular weekly activity. Students use the tools learned through the PD process to help resolve conflicts on a regular basis.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<ol style="list-style-type: none"> 1. Implementation of increasing enrollment to include 8th grade was achieved with full success. The eighth grade was at full student capacity with 12 students. 2. Students had full access to instructional materials that are aligned to CCSS at all grade levels TK-8. 3. All students participate in Positive Discipline strategies as a regular weekly activity. Students use the tools learned through the PD process to help resolve conflicts on a regular basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be shifted from ensuring student access to instructional materials to increasing student engagement. RCM students continue to have good access to CCSS aligned instructional materials, however, the more important focus is on ensuring that students are engaging with the materials satisfactorily. The three main actions that will be used to support this goal are: 1) increase enrollment through 9th grade. 2) Continued use of Positive Discipline. 3) Increase student achievement on CAASPP assessments.

Stakeholder Engagement

LCAP Year

☒ 2017-18 ☐ 2018-19 ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Monthly staff meetings to review and update school priorities from September through June.

Monthly teacher meetings to review and update academic and community priorities from September through June.

January 27, 2017 - Presentation of LCAP annual update to RCM classified and certificated staff during monthly meeting. School director original goals and progress towards goals during prior year of LCAP.

February 10, 2017 - LCAP survey made available to RCM community. Results of survey gathered on an ongoing basis through April.

April 11, 2017 - Presentation of LCAP annual update to RCM Board of Directors during monthly meeting. School director original goals and progress towards goals during first year of LCAP.

May 9, 2017: Public Hearing and First Reading of the LCAP/Annual Update

June 14, 2017: Second Reading and Action for approval of the LCAP/Annual Update and approval of LCFF.

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 91% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

Although there was strong support for the culture of RCM and the peace curriculum that is in place, there were some responses that reflected a concern about providing adequate support for students of all social backgrounds and family structures. There was also interest in additional forms of communication between school and parents including more opportunities for parents to visit classrooms and learn more about Montessori curriculum.

A couple of respondents expressed concern for the overall condition of the school facility.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The consultations gathered through stakeholder input helped to reform and refine the goals for the 2017-18 LCAP. Information provided on the State Dashboard roughly defined the areas of greatest need to be addressed on the LCAP. The main area that was identified from the Dashboard were math scores for all student based on the CAASPP results. Some limited stakeholder input also reflected this need for the LCAP for the upcoming year. Other areas that were identified through stakeholder input were the need for a continued attention to communication between all members of the community including parents/guardians and improved stakeholder input. Stakeholders also identified the need for site improvements.

A strong effort was made to include all stakeholder input into the drafting of the LCAP goals and actions for the 2017-18 school year. The continued use of the school-wide survey has helped to highlight areas of greatest concern and an overall satisfaction with the mission of Redwood Coast Montessori.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 1	Conditions of Learning will include highly qualified teachers and upgrade of school site.		

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL
 1) Recruit and retain highly qualified teaching staff.
 a) Beginning Teacher Student Assessment (BTSA)/Induction
 b) Montessori Teacher training programs and conferences
 c) School-wide teacher and staff collaboration
 2) Continue to improve the overall quality of the site.
 a) Implementation of energy retrofit (Prop. 39)
 b) Rebuild Building A for use as part of Resource Center.

Identified Need

1. Hire and retain highly qualified teachers and staff.
 2. Strengthen staff professional growth opportunities and ability to address academic and social/emotional needs of all students.
 3. Improve facilities to include energy retrofit and rebuild of building A.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers that are highly qualified for their assigned position.	100% of teachers are highly qualified. There are no teacher misassignments.	Anticipated vacancy for resource teacher. Hire two high school teachers. 100% of		

		teachers will be highly qualified. There will be no teacher misassignments.		
School-wide staff and teacher collaboration in-service meetings.	One staff meeting per month. One teacher meeting per month. All staff trained in Positive Discipline, all staff first aid/CPR trained.	Host a minimum of 8 school-wide staff collaboration in-service meetings. Host a min. of 16 teacher collaboration meetings (double from prior year). Other staff training as needed.		
Progress on construction of building A and on construction of energy retrofit.	Building A has been removed and needs to be rebuilt. Energy retrofit has undergone planning, no construction has started.	First year of energy retrofit will be completed. Building A will be completed.		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Recruit and retain highly qualified teaching staff and promote implementation of best practices.

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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BUDGETED EXPENDITURES

2017-18

Amount	\$177,740
Source	LCFF

2018-19

Amount	
Source	

2019-20

Amount	
Source	

Budget
Reference

Teacher Salaries

Budget
Reference

Budget
Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Minimum eight school-wide staff meetings & minimum 16 teacher collaboration meetings. PBL training for 4 staff members.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$15,608.74

Amount

Amount

Source

LCFF

Source

Source

Budget
Reference

Teacher Salaries

Budget
Reference

Budget
Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Begin implementing energy retrofit measures identified during planning phase. Complete construction of building A.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$61,529.33	Amount		Amount	
Source	Prop. 39 funding	Source		Source	
Budget Reference	CA Clean Energy Jobs Act	Budget Reference		Budget Reference	

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 2

Maintain and improve communication and connections with parents, students, and community.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Increase attendance at PTO and School Board meetings

Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student.

1. Increase opportunities for parents/guardians to learn more about RCM's academic mission and school culture.
2. Expand duties and effectiveness of PTO
2. Develop new community partners

Identified Need

To increase participation of all stakeholders including parents, families, and local community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number and type of school events that promote parent/guardian opportunities to learn more about school academics and culture.	Open house in fall. Two parent conferences during fall and winter. Two parent information meetings in winter. Spring dinner and open house.	Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.		
Duties/impact of PTO in school community.	PTO currently operates under the wing of RCM non-profit corporation.	Establish non-profit status for PTO as separate corporation.		
Establish new community partners to support mission of RCM.	RCM works with many community partners. Partnerships include both fiscal and in-kind support.	Increase number of community partners by a minimum of two to support the mission of RCM.		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student		
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Include at least one additional parent open house to promote better understanding of Montessori materials and instruction. Provide written information about positive discipline and how to use at school and home.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,804.37	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]_____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Establish non-profit status for PTO as separate corporation.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,000		

Source	School fundraising	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase number of community partners by a minimum of two to support the mission of RCM.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$3,902.19	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Teacher Salaries	Budget Reference:	Budget Reference:

☐ New☒ Modified☐ Unchanged

Goal 3

Improve student engagement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

1. Increased enrollment to include 9th grade.
2. Continue use of Positive Discipline as a school-wide strategy for resolving conflicts and empowering students.
3. Increase math and ELA CAASPP scores by 2% overall.

[Identified Need](#)

1. Increase enrollment and grade level curriculum through 9th grade to fulfill charter.
2. Provide training for students in Positive Discipline strategies.
3. Increase student achievement on math and ELA CAASPP assessments.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment at all grade levels including 9 th grade.	Current enrollment is from TK-8 th grade.	Increase enrollment by 15% overall including addition of 9 th grade enrollment.		
Use of Positive Discipline strategies in classrooms and with students.	All current teachers have been trained with Positive Discipline strategies. All current classrooms are using PD strategies	Provide training for all new hires, particularly all teachers. Continue to use PD strategies in all classrooms.		

CAASPP scores	Based on Dashboard, ELA scores are in the green zone overall. Based on Dashboard, math scores are in the yellow zone overall.	Increase ELA and math scores on CAASPP by 2% overall.		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

1. Increase enrollment by 15% overall including addition of 9th grade enrollment.

BUDGETED EXPENDITURES

2017-18

Amount

No cost

2018-19

Amount

2019-20

Amount

Source

N/A

Source

Source

Budget
Reference

N/A

Budget
Reference

Budget
Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Provide training for all new hires, particularly all teachers.

Continue to use PD strategies in all classrooms.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$7,804.37

Amount

Amount

Source

LCFF

Source

Source

Budget
Reference

Contracted Services

Budget
Reference

Budget
Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Increase ELA and math scores on CAASPP by 2% overall.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$1,183,607	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Teacher Salaries	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 79,312

Percentage to Increase or Improve Services:

7.23 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Approximately \$79,312 will be allocated from LCFF supplemental funds charter-wide during the 2017-18 school year to address the needs of the targeted groups based on the unduplicated counts of low income, English learners and foster youth students. From these supplemental funds, \$35,249.78 was set aside to maintain or improve high academic standards through curriculum development and standards alignment. \$26,437.33 was allocated to maintain or improve parent, student and community involvement through the use of web-based and printed materials and outreach to parents and community. An additional \$17,624.89 was set aside to maintain or expand grade-level and course offerings, instruction, and staff training.

Appendix B High School Graduation Requirements

Redwood Coast Montessori High School Graduation Requirements									
Grade	ELA	Social Studies	Science	Math	Health/ Fitness	Fine Arts & World Languages	Career Technical Education	Electives	Graduation Requirements (includes UC/CSU a-g requirements)
9	English 9	U.S. History and Geography	Integrated Sciences I (Fulfills Biology I)	Integrated Math I (Fulfills Algebra I)	PE	Spanish 1	Integrated CTE	30 credits of Art, Music, CTE, IT, etc.	A minimum of 230 credits in grades nine through twelve including UC/CSU a-g requirements.
10	English 10	World History, Culture, and Geography	Integrated Sciences II (Fulfills Chemistry or Physics)	Integrated Math II (Fulfills Geometry)	PE/Health	Spanish II	Integrated CTE		40 credits – Language Arts 30 credits – Social Studies 30 credits – Math 30 credits – Lab Science 20 credits - Foreign Language 5 credits – Health 15 credits – PE 10 credits – Fine Arts 20 credits – CTE 30 credits – Electives
11	English 11	Humanities / Cultural Immersion	Integrated Sciences III (Fulfills Chemistry or Physics)	Integrated Math III (Fulfills Algebra II or Statistics)	Optional PE	Art	Internship		Additional Requirements: · Senior Concentration · Internship · College Prep · Culminating Project
12	English 12	U. S. Government / Economics	Elective (Biotechnology, Biology, Chemistry, Physics)	Math IV	Optional PE	Senior Concentration	College Prep.		

Appendix C Uniform Complaint Policy and Procedures

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The Redwood Coast Montessori Charter School (the “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived discrimination on the basis of age, sex, sexual orientation, gender, ethnicity, identification, race, ancestry, national origin, religion, color, or mental or physical disability on the basis of a person’s association with a person or group with one or more of these perceived characteristics in any Charter School program or activity.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504, Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential to the extent appropriate and except to the extent necessary to carry out the investigation or proceeding as determined by the School Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process including but not limited to a complainant’s filing of a complaint or the reporting of suspected discrimination. Such participation shall not in any way affect the status, grades or work assigned to the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Bryan Little, President
Redwood Coast Montessori
P. O. Box 6103
Eureka, CA 95502

The School Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the School Director or designee.

Notifications

The School Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The School Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
 - d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
 - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the School Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

POLICY AGAINST HARASSMENT AND SEXUAL HARASSMENT

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities,

become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the School Director. See Attachment B for the “Harassment Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

INTERNAL COMPLAINT POLICY

Suggestions for improving the Charter School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the Charter School. We ask you to first discuss your concerns with your supervisor, following these steps:

- Within a week of the occurrence, bring the situation to the attention of your immediate supervisor, who will then investigate and provide a solution or explanation;
- If the problem persists, you may describe it in writing and present it to the School Director who will investigate and provide a solution or explanation. We encourage you to bring the matter to the School Director as soon as possible after you believe that your immediate supervisor has failed to resolve it; and,
- If the problem is not resolved, you may present the problem in writing to the Governing Board of the Charter School, who will attempt to reach a final resolution. If you need assistance with the written complaint, contact the School Director for help.

This procedure, which we believe is important for both you and the Charter School, cannot guarantee that every problem will be resolved to your satisfaction. However, the Charter School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The Charter School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the Charter School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the School Director (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the School Director (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the School Director (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the School Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the School Director (or designee) finds that a complaint against an employee is valid, the School Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the School Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The School Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | | |

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Gender | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | | |
| <input type="checkbox"/> Race | | |
| <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Bryan Little, President
Redwood Coast Montessori
P. O. Box 6103
Eureka, CA 95502

HARASSMENT COMPLAINT FORM

It is the policy of the Charter School that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the Charter School, you may file this form with the School Director or Board President.

Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____ Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Appendix D Conflict of Interest Code

Redwood Coast Montessori CONFLICT-OF-INTEREST CODE

The Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of Redwood Coast Montessori ("RCM")

Individuals holding designated positions on Exhibit A shall file their Form 700 statements of economic interests with RCM, and RCM shall make and retain copies and forward the originals to the Humboldt County Board of Supervisors. RCM shall also make the statements available for public inspection and reproduction. (Government Code § 81008.)

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	I, II, III
Director of Charter School	I, II, III
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Govt. Code § 81008.)

EXHIBIT B

DISCLOSURE CATEGORIES

Category I

Designated positions assigned to this category must report interests in real property, excluding real property used as a personal residence, when real property is located in whole or in part within the boundaries (and a two mile radius) of the District where RCM is located.

Category II

Designated positions assigned to this category must report:

Investments, income (including gifts, loans, and travel payments) and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment utilized by RCM, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category III

Designated positions assigned to this category must report:

Investments and income (including gifts, loans, and travel payments) from sources engaged in the performance of work or services of the type utilized by RCM, its parents, teachers, and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Appendix E Articles of Incorporation

Articles of Incorporation

ARTICLE I

The name of this corporation is Redwood Coast Montessori.

ARTICLE II

- A. This corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.
- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Redwood Coast Montessori a public charter school.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Bryan Little
4087 Hartman Lane
Eureka, California 95503

ARTICLE IV

- A. This corporation is organized and operated exclusively for public purposes within the meaning of Internal Revenue Code Section 501(c)(3).
- B. No substantial part of the activities of this corporation shall consist of carry on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.
- C. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future tax code or by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future tax code.

Article V

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of Redwood Coast Montessori and the education of students, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

In the event of dissolution or winding up of the corporation for any reason, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated primarily for educational purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

Article VI

This corporation shall have members. The eligibility, rights and obligations of the members will be determined by the corporation's bylaws

Article VII

The management of the affairs of the corporation shall be vested in a Board of Directors, as defined by the corporation's bylaws. The number of directors constituting the initial Board of Directors shall be selected as provided for in the Bylaws.

I hereby declare that I am the person who executed the foregoing articles of incorporation, which instrument is my act and deed.

Bryan Little

Date

Appendix F Redwood Coast Montessori Bylaws

BYLAWS OF Redwood Coast Montessori (A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this corporation is Redwood Coast Montessori.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is the 1720 10th Street, Eureka, Humboldt County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Redwood Coast Montessori a public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be fixed at five (5) unless changed by amendment to these bylaws and to the Redwood Coast Montessori charter. Parents of children attending Redwood Coast Montessori and members of the community with a vested interest in the success of Redwood Coast Montessori may serve on the Board. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors.

The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Jay Scrivner	May 7, 2014
Gary Ronne	May 7, 2014
Allison Marsh	May 7, 2013
Paul Rodriquez	May 7, 2014
Katrina Haeger	May 7, 2013

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified, and each director may serve a maximum of two consecutive terms (four years total). Directors are eligible for re-election after a minimum two year absence from Board service.

Section 6. NOMINATIONS BY COMMITTEE. The Board of Directors will accept nominations for directors from any parent/guardian of a currently enrolled child or community member interested in serving. The Board of Directors will not discriminate based on race, religion, national origin, sexual orientation, disability, or age in the selection of directors.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been

convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors..

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then

the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, delivered in the following manner:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents,

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair of the Board. The corporation's officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in

these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the School Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall not serve a director on the Board.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

- Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - 1. Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - 2. Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Redwood Coast Montessori or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

* * * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Redwood Coast Montessori, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on May 7, 2012 and that these bylaws have not been amended or modified since that date.

Executed on May 7, 2012 at Eureka, California.

Michelle Leonard, Secretary