



COUNTYWIDE BENEFIT CHARTER PETITION
RENEWAL

SUBMITTED TO THE SAN DIEGO COUNTY BOARD OF EDUCATION
DECEMBER 9, 2020

REQUESTED TERM: JULY 1, 2021 – JUNE 30, 2026

“FREE THE STUDENT’S POTENTIAL AND YOU WILL TRANSFORM HIM INTO THE WORLD.”
MARIA MONTESSORI

Community Montessori
Charter Renewal: July 1, 2021 – June 30, 2026

ASSURANCES AND DECLARATION	5
INTRODUCTION	
ELEMENT EDUCATION, INC	8
ADMINISTRATIVE STAFF	9
ORGANIZATION CHART	12
COUNTYWIDE BENEFIT CHARTER JUSTIFICATION	13
ELEMENT A: EDUCATIONAL PROGRAM	
PROGRAM INTRODUCTION	17
MISSION STATEMENT	18
1. TARGETED STUDENT POPULATIONS	18
2. ATTENDANCE	19
INDEPENDENT STUDY ASSURANCES	20
AVERAGE DAILY ATTENDANCE TO FULL-TIME EQUIVALENT RATIO	21
3. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY	21
4. DESCRIPTION OF HOW LEARNING BEST OCCURS	22
APPROACHES, STRATEGIES, AND SETTINGS	24
MONTESSORI PHILOSOPHY	25
MODEL FOR STUDENT SUCCESS	29
CURRICULUM AND CAREER TECHNICAL EDUCATION	29
INSTRUCTIONAL MATERIALS	33
ACADEMICALLY HIGH ACHIEVING STUDENTS	33
STUDENTS NOT MEETING OUTCOMES	33
ENGLISH LEARNERS	34
STUDENTS WITH DISABILITIES	38
5. TECHNOLOGY	45
6. ANNUAL GOALS AND ACTIONS ALIGNED WITH EIGHT STATE PRIORITIES	48
ELEMENT B: MEASURABLE STUDENT OUTCOMES	
1. COVID-19 RESPONSE	53
2. STANDARDIZED ASSESSMENT	58
ELEMENT C: STUDENT PROGRESS MEASUREMENT	66
ELEMENT D: FACILITIES	70
ELEMENT E: GOVERNANCE STRUCTURE	
1. NON-PROFIT PUBLIC BENEFIT CORPORATION	72
2. PURPOSE	72
3. MEMBERSHIP AND RESPONSIBILITIES	73
4. MEETINGS AND TRAINING	76
5. CONFLICT OF INTEREST	76

6. SCHOOL ADMINISTRATION	77
7. ADVISORY COUNCIL	77
ELEMENT F: EMPLOYEE QUALIFICATIONS	
1. CERTIFICATED STAFF	79
2. NON-CERTIFICATED STAFF	79
3. LEADERSHIP	79
4. PROFESSIONAL DEVELOPMENT	80
ELEMENT G: HEALTH AND SAFETY PROCEDURES	
1. BACKGROUND CHECKS	82
2. MANDATED STUDENT ABUSE REPORTING	82
3. TUBERCULOSIS RISK ASSESSMENT EXAMINATION	82
4. IMMUNIZATIONS	83
5. MEDICATION AT SCHOOL FUNCTIONS	83
6. VISION/HEARING/SCOLIOSIS	83
7. ORAL HEALTH EXAMINATIONS	83
8. EMERGENCY PREPAREDNESS	83
9. BLOOD-BORNE PATHOGENS	84
10. DIABETES	84
11. DRUG, ALCOHOL, AND SMOKE FREE ENVIRONMENT	84
12. FACILITY SAFETY AND ASBESTOS MANAGEMENT	84
13. SUICIDE PREVENTION	85
14. ANTI-DISCRIMINATION AND HARASSMENT	85
15. BULLYING AND CYBERBULLYING	85
ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	86
ELEMENT I: ANNUAL FINANCIAL AUDITS	87
ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES	88
1. GROUNDS FOR MODIFICATION OF LEARNING PLAN DUE TO BEHAVIOR	88
2. PROCEDURE FOR MODIFICATION OF LEARNING PLAN DUE TO BEHAVIOR	93
3. STUDENT EXIT PROCEDURE	94
4. SPECIAL PROCEDURES FOR STUDENTS WITH DISABILITIES	99
ELEMENT K: STAFF RETIREMENT SYSTEM	103
ELEMENT L: DISPUTE RESOLUTION PROCEDURES	104
ELEMENT M: ADMISSION REQUIREMENTS	106
ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	109
ELEMENT O: EMPLOYEE RETURN RIGHTS	110
ELEMENT P: CLOSURE PROCEDURES	111
MISCELLANEOUS CHARTER PROVISIONS	
1. BUDGET AND FINANCIAL REPORTING	113

2. HOLD HARMLESS/INDEMNIFICATION PROVISION	114
3. INSURANCE REQUIREMENTS	114
4. ADMINISTRATIVE SERVICES	114
5. TRANSPORTATION	114
6. ATTENDANCE ACCOUNTING	115
7. POTENTIAL CIVIL LIABILITY EFFECTS	115
APPENDICES:	
A. DIRECTOR JOB DESCRIPTIONS	117
B. MASTER AGREEMENT (MA) AND PERSONALIZED PLAN AND RECORD (PPR)	136
C. ELEMENT GUIDE FOR STUDENT SUCCESS	138
D. MONTESSORI MATERIALS	162
E. SPECIAL EDUCATION JOB DESCRIPTIONS	171
F. TECHNOLOGY SCOPE AND SEQUENCE (SEPARATE FILE)	182
G. EDUCATIONAL FACILITATOR JOB DESCRIPTION	183
H. STUDENT ENROLLMENT APPLICATION	187
I. FINANCIAL PROJECTIONS	189
1. ENROLLMENT – ADA.....189	
2. STAFFING.....190	
3. BUDGET SUMMARY.....190	
4. CURRENT AND NEXT YEAR BUDGET PROJECTIONS.....191	
5. 21-22 CASH FLOW.....195	

ASSURANCES AND DECLARATION

As the authorized lead petitioner, I, **Terri Novacek**, Executive Director of **Element Education**, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named **Community Montessori** (“Charter School”), submitted to the San Diego County Office of Education and Board of Education (collectively, the “County”) and to be located at several sites throughout San Diego County, is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Community Montessori will follow any and all federal, state, and local laws and regulations that apply to Community Montessori, including but not limited to:

- Community Montessori shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Element Education, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Community Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- Community Montessori shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- Community Montessori shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- Community Montessori shall admit all students who wish to attend the Charter School; unless Community Montessori receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605.6(e)(2) and 51747.3, admission to Community Montessori shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Community Montessori in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- Community Montessori shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- Community Montessori shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Community Montessori 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 Section 11967.5.1(f)(5)(C)]
- Community Montessori shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. Education Code Section 47605.6(l)]
- Community Montessori shall at all times maintain all necessary and appropriate insurance coverage.
- Community Montessori 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).
- If a student is exited or leaves Community Montessori without graduating or completing the school year for any reason, Community Montessori shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- Community Montessori shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- Community Montessori, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)(2)]
- Community Montessori shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- Community Montessori shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Community 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”).
- Community Montessori shall comply with the Public Records Act.
- Community Montessori shall comply with the Family Educational Rights and Privacy Act.
- Community Montessori shall comply with the Ralph M. Brown Act.
- Community Montessori shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Community Montessori shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, and not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. Additionally, the charter will provide a notice to a parent or guardian of a pupil of these requirements at specified times, as well as posting the notice on their website. [Ref. Education Code Section 47605.6(e)(4)]

Terri Novacek

Date

619-247-3384
tnovacek@myelement.org
 1441 Montiel Rod, Ste 143
 Escondido, CA 92026
 Grades K-8

INTRODUCTION

Element Education, Inc.

Element Education, Inc. (“Element Education”) is a nonprofit public benefit corporation established to support the development and implementation of TK-12th grade educational programs. Incorporated in 2001, Element has operated four charter schools. Dehesa Charter School, established in 2001, was a K-12 independent study program and served students throughout San Diego, Riverside, and Orange counties. Community Montessori Charter School, established in 2013, was a K-8 independent study charter school and served students throughout San Diego County. Both schools were authorized by the Dehesa School District.

In 2017, the Third District Court of Appeal in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal. App. 5th 262 (“*Anderson*”) held that the geographic restrictions in Education Code sections 47605(a) and 47605.1(d) apply to non-classroom-based charter schools operating out-of-district, in-county (“ODIC”) resource centers. In order to comply with this court opinion, it was determined all charter school resource centers must operate within the boundaries of its authorizing school district, unless one or more exceptions apply. Both Element Education charter schools were granted waivers by the State Board of Education to continue operating their resource centers while a transition plan was being implemented. Both charter schools were approved as countywide benefit charter schools by the San Diego County Board of Education in December of 2017 and began operations under the new authorizer in July of 2018 bringing them into compliance with *Anderson*.

The purpose of Element Education is to manage, operate, guide, direct, and promote schools and programs which support TK-12 students in accordance with state law.

The mission of Element Education is to create learning environments and supports which empower students to direct their education and find and develop their passion with adults, staff, and peers serving as positive guides and mentors. The vision is to create model programs which have a lasting and positive impact on students and to serve as mentors to other educational professionals interested in creating auto-didactic learning environments.

Element Education defines academic success as the ability to learn on higher levels of Bloom’s Taxonomy in which the learner can synthesize information from multiple sources and transfer knowledge and skills from one domain to solve problems in another.

Multiple intelligences are embraced to bring out the genius in every learner (staff included). Qualities such as curiosity, playfulness, imagination, creativity, wisdom, inventiveness, vitality, sensitivity, flexibility, humor, and joy are viewed as driving forces in the learning process.

The organization is committed to compliance with Education, Health and Safety, and Labor Codes. The many years of experience, professional development, observation, and collaboration both within and outside the organization has established a solid and highly-competent management team committed to the success of the organization, its employees, and the families it serves. The Element Education management team is comprised of the following departments: Human Resources, Business Services (including payroll, facilities, technology, and resource management), Accountability (student records, academic performance), School Leadership, and Special Education. The team is led by the Executive Director and operates year-round. Neither Element Education, nor its Directors and Governing Board members, are associated with any other business entities related to the operations of the corporation. The organization followed the open meeting (Ralph M. Brown), disclosure of records (California Public Records Act), and conflict of interest (Political Reform Act of 1974) mandates prior to the passage of SB 126 and continues to do so. (See **Appendix A: Director Job Descriptions**).

- **Terri Novacek**, Executive Director, has worked with the organization since 2002 and became the Director in February of 2004. She began working with youth in after-school programs, camps, and athletic coaching at the age of eighteen. She taught in traditional site-based classrooms for ten years. After resigning for more time with her two children, she began a tutoring and educational consulting business and worked part-time with the district serving home-bound students. Two years after home-schooling her own children through a district independent study program, she discovered Dehesa Charter School. Appreciating the balance between choice and accountability offered by the school, her children remained enrolled in Dehesa for ten years. Both children attended a magnet high school for two years and went on to earn college degrees. In addition to an Administrative Credential, Ms. Novacek holds a Master of Arts in Montessori Studies and coaching certificates for Learning Success, Positive Discipline, Multiple Brain Integration Techniques (mBIT), Autism Movement Therapy, and Servant Leadership. Ms. Novacek drives the vision of all the world's a classroom and the belief that the most important thing we can teach children is how (not what) to learn.
- **Douglas Miller**, Chief Business Officer (CBO), has been managing the financial strategy and operations of Element Schools since 2010. Mr. Miller has managed the finances of the organization with ADA exceeding 1,600, 170 employees, and revenue of \$15 million. Mr. Miller is committed to maximizing long-term financial success of the charter schools thus ensuring their ability to continually and positively affect student achievement and success. Previously, Mr. Miller was a Senior Financial Analyst at the City of San Juan Capistrano, where he was the City's acting Procurement Officer, and managed the financial aspects of the City's capital improvement project in excess of \$100 million. In addition, Mr. Miller assisted in budget preparation and management. He holds a Bachelor of Science degree in Business Administration with an emphasis in Finance and

a Master of Business Administration with an emphasis in Finance. He has successfully completed the California Association of Business Officials (CASBO) CBO Boot Camp as well as CASBO's CBO Partner Training program at the San Diego County Office of Education. In addition, he has served in the role of Director III on the CASBO - San Diego /Imperial County Section Board.

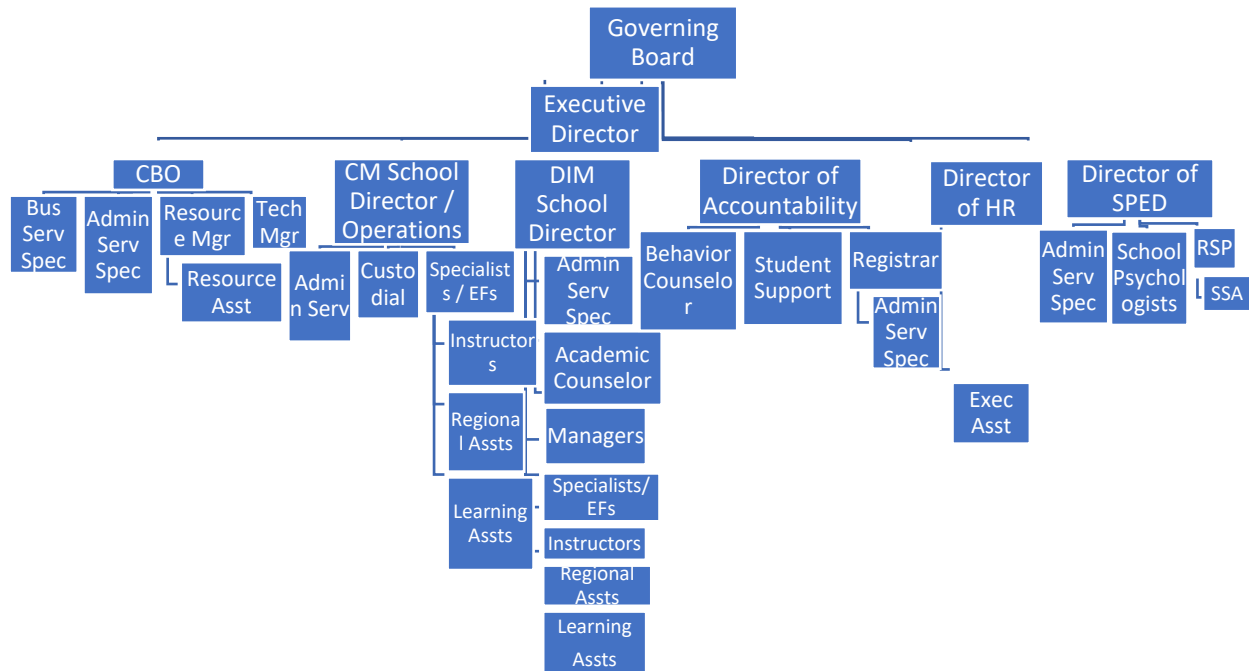
- **Kiran Sihota**, Director of Human Resources, holds an MBA in Corporate Governance and Global Business, a Juris Doctorate, and a Bachelors in Speech Sciences and Psychology. Her broad experience includes benefits, employee relations, compliance issues, and talent acquisition. She has experience in various industries including education, medical, legal, and tax. Prior to joining Element Education in 2016, Ms. Sihota was a Director of Administration and Human Resources for a medical clinic. She supported the medical center by advising it through its' stages of creation, growth, and stabilization. She was responsible for working with the management team in defining and implementing training, recruiting, employee engagement, compliance, workers' compensation, benefits, and more. She actively participates in updating and developing policies and procedures for Element and manages all personnel files, HR and safety compliance, and professional development. Ms. Sihota was an active attorney for over five years in the areas of tax, bankruptcy, family law, and unlawful detainers. She remains an active member of the California Bar Association.
- **Paul Johnson**, Director of Accountability, began with the organization in 2002 after teaching in both middle and high school classrooms in San Diego schools. He has a Single Subject Credential in English, a Master of Education in Curriculum and Instruction, and is currently completing year 2 of the Clear Administrative Services Credential Program through the San Diego County Office of Education. Hired in 2002 as a K-12 Educational Facilitator for Dehesa Charter School, he has since served in roles of Humanities Team member, Regional Manager, and Student Programs Manager. Mr. Johnson served as WASC self-study coordinator, oversaw all standardized testing, and developed and managed student programs (e.g. Robotics, Mock Trial, Field Trips, Prom). He has attended AVID training and has been a WASC Visiting Committee Member and chaired one committee.
- **Brandi Rodrigues**, Director of Special Education, holds Multi-subject and Learning Handicapped and Resource Specialist credentials. She has worked at a non-public school within a residential facility with adolescents with Emotional Disturbance, an Elementary Special Day class in a full inclusion model, and a Junior High School as a Resource Specialist (multi-track). She is highly experienced in assessing students, developing IEPs, collaborating with general education staff, developing and implementing behavior plans, implementing life skills training in the community, instructing students with ED, Autism,

ID, learning disabilities, ADHD, etc., monitoring student progress towards goals, facilitating IEP meetings, communicating with parents on student progress and needs, and training staff on special education concepts and best practices. Ms. Rodrigues began with Dehesa Charter School in 2003, and now oversees the Element special education program and manages a staff which consists of eight resource specialists and two School Psychologists.

Both Element schools are members of the El Dorado Charter SELPA. Community Montessori was approved in February 2018, became active July 1 the same year, and has remained in good standing.

- **Roland Yung**, School Director, has eighteen years in education. He has served as a middle school and high school classroom teacher, a Curriculum and Instruction Specialist, a Director of Academic Planning, an Operations Manager, and various other educational roles. As a Master Teacher, Mr. Yung served as a mentor to new educators. Through a grant, he created a school within a school to support at-risk incoming freshman. Mr. Yung was also a founding teacher at KIPP Adelante which served at-risk students, many who became the first in their families to attend college. In addition, he was on the startup team for National University Virtual High School (NUVHS). He oversaw the development of over 75 semester courses, many with University A-G approval, and led the teaching staff at NUVHS which culminated in the school receiving WASC accreditation. He began as Director of Academic Planning for Dehesa Charter School in 2006, supporting the educational program which included the analysis and interpretation of local and state assessment data, implementation of new curriculum, and the development of new educational programs. He has been overseeing the daily operations of Element's Montessori charter schools since 2013 and has expanded the program to five Resource Centers. Mr. Yung has a Master in Education, a Professional Clear Administrative Services Credential, a Montessori Administrator's Credential, and has served as a SDCOE VPSS Course Developer and Instructor, WASC Chair and Visiting Committee Member, and Positive Discipline Parent Educator.

Organizational Chart



Countywide Benefit Charter Justification

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a student population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1).

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b).

Community Montessori provides equitable access to families throughout San Diego County wishing to home-school or otherwise access a Montessori learning environment.

The school engages in **sound educational practices** by supporting principles of best practice for 21st century education such as:

- Providing supports for deeper learning approaches and the adaptation of knowledge to the real world. This meaningful interactivity requires higher level thinking and challenges students to actively process information and apply it to real-world contexts.
- Removing distance barriers and catering to a variety of learners' prior educational experience, physical abilities, time commitments and lifestyles.
- Encouraging students to share their own unique experiences and perspectives as part of helping each other understand "the bigger picture." Reflection is used to help students learn from their experiences and evaluate progress.
- Providing more student control over what, where, when, and how they study and allowing for non-linear learning. Learning plans (scope and sequence) facilitate students' cognitive and emotional development and provide clear expectations which reflect the appropriate level of challenge.
- Students are provided choice in how they will demonstrate their learning.
- Providing a degree of customization and opportunities for deeper connections to teachers, mentors, and content.
- Regular use of diagnostic and formative assessments as feedback by Educational Facilitator, parents, and student.
- Use of summative, or culminating, assessments which reflect targeted standards and benchmarks and are as authentic as possible.
- A personalized approach allowing for a built-in mutli-tiered system of support (MTSS) program which students can get the supports they need without feeling ostracized.
- Creation of small learning communities in which all students can feel connected.

- Assigning students to Educational Facilitators (credentialed teachers) in three-year grade spans allowing for a more connected relationship between teacher and student.
- Engaging in monthly reflection of staff and program efficiencies and effectiveness.

Community Montessori provides an educational model that is in high demand, as is evidenced by the wait list. Public demand has resulted in a public random drawing since year one.

Research supports that students who learn in a Montessori environment have higher scores of executive function – the ability to adapt to changing and complex problems – an indicator of future school and life success.

Business practices support sound educational practices in that annual budgets and three-year projections are determined conservatively, and fund balances are maintained at an appropriate level to accommodate the ebb and flow of enrollment numbers so as not to negatively impact the resources and programs students to which the students have access each year.

Independent study schools are required to present financials and test scores to the state advisory board for a “SB 740 funding determination.” This process occurs every three years. Community Montessori has received 100% funding.

Charter schools are also required to hire an independent third-party auditor to review financials each year and provide a report to the charter Governing Board as well as the authorizing district. There have been no audit exceptions to date.

The operation of multiple small regional enrichment centers with one administration contributes to the economies of scale as well as providing equitable access to student for specialized instruction and group learning experiences.

The organization’s Governing Board and staff have experienced very low turnover and demonstrate a deep commitment to personal and professional development, quality service, and the mission of the organization. A position on the Board is reserved for a parent representing each of the schools.

The program **offers multiple benefits to students in San Diego County by offering services not generally provided by San Diego County.**

Customized learning plans are created around the student rather than curriculum or standards, and each student has a different plan for time, place, and pace. As such, Community Montessori serves San Diego County by filling in the gaps of traditional classroom and non-classroom programs for students who desire, or need, an exemplary customized approach to learning.

The personalized approach offered by Community Montessori views every student as both gifted and talented as well as “special” and addressed the needs of many learning disabilities (viewed as “differences”) without putting the family and student through the formal process of identifying (labeling) the student. Community Montessori provides an educational option for parents who wish to address learning disabilities and gifts without having to label the student.

Community Montessori is focused on a high level of accountability with a personalized approach and a high level of support to families of all socio-economic identifications. The Charter School offers an option for parents desiring an education other than that provided by their school district. The model attracts families who would otherwise file Private School Affidavits or seek programs providing minimal support and accountability. Furthermore, the model inspires parent engagement and sets the tone for self-responsibility.

Students who flail in a traditional setting due to religious belief and practices, health issues, low test scores, anxiety, and other special needs, no longer feel hopeless or are at risk of dropping out. Instead, they come to life as they take ownership of their learning with the guidance of mentors who assist them in identifying their areas for growth and awaken their inner potential.

Community Montessori benefits not only the students, but the entire community by offering options and creative solutions for student success.

Community Montessori offers a Montessori education at no cost to parents, thus making it available to those who cannot afford the typical \$20,000 or more tuition of private Montessori schools in the county. Additionally, resource centers can operate in lower income areas, since the school is not dependent on families that can afford the high tuition.

The Charter School benefits not only the students, but the entire community by offering options and creative solutions for student success as well as local employment and commute relief.

Student work is tied to the challenges, opportunities, and adventures of the real world. Research support that tying purpose to learning is highly motivational.

With a focus on foundational skills, student find success in self-determined learning (reading, writing, calculating, critical thinking, assessment, time management, communication, collaboration, etc.).

The unique model of small learning communities serving multiple school districts could not support operation as a district charter school. Because Community Montessori serves students from 20 of the 42 districts in San Diego County, with enrollment from each district being anywhere

from 1 – 200 students, it could never truly serve as a “district” charter. Students will always be crossing boundaries.

Research supports that small learning communities in which all the students are known and multi-age collaboration takes place have a positive impact on student achievement, mental health, and attitude toward learning. This is best achieved by one school with multiple locations.

Community Montessori could not serve its students as well through a series of school-district approved charters because of the financial and operational burdens associated with multiple schools and authorizers (multiple reports, increased administrative costs, varying rules of compliance and reporting, etc.). The efficiencies, standardization, and quality that can be achieved with a countywide authorizer are not possible with multiple authorizers.

Although Element Education has two schools founded on the same general principles, they operate very differently and operate best as two different schools, so merging the two schools is not an option that would work well for families, staff, and the quality of the programs. Having one authorizing entity overseeing both schools makes the most practical sense, hence the two charters.

It is not possible to create the benefits of this model in any manner except through countywide chartering by the San Diego County Board of Education.

ELEMENT 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 students to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).

The annual goals for the charter school for all students and for each subgroup of students 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 47605.6(b)(5)(A)(ii).

If the proposed charter school will serve high school students, 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 47605.6(b)(5)(A)(iii).

A. Program Introduction and Mission Statement

Educational standards for each student develop from the Montessori philosophy of learning and the State Standards (including but not limited to the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and all other state content standards, herein collectively referred to as the “State Standards”), a research-based learning styles program, and the developmental stages of the learner, and are met through the collaborative efforts of students, parents, mentors, and a variety of resources. With parents serving as guides, and Educational Facilitators serving as mentors, students become self-directed life-long learners as they demonstrate mastery by making progress toward expertise in areas related to their educational goals, autonomy through choice and self-directed learning activities, and a sense of purpose by engaging in meaningful learning which contributes to something larger than themselves in their educational journey.

Regional resource centers operate fewer than five days per week and serve as hubs to connect with families, provide services, and offer a group setting for learning. Students who utilize resource

centers reside in various school districts. Students engage in “the great work,” Maria Montessori’s term for transformative moments when students become totally absorbed in the learning process.

Mission Statement

The mission of Community Montessori is to assist the San Diego County Office of Education (COE or County) in preparing students to become citizens capable of discipline, synthesis, creativity, respect, empathy, and ethics for success in 21st century society. The publicly-funded school offers an alternative to the traditional educational setting by incorporating Montessori methodologies of instruction and assessment. Educational Facilitators with teaching credentials and specialized training in Montessori education, learning styles, student guidance, and cognitive science promote a culture of education which empowers students to become self-directed life-long learners.

The Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability.

1. Targeted Student Populations

Community Montessori (CM or Charter School) serves TK through 8th grade throughout San Diego county by designing and following student-centered learning plans in which the Montessori methodology and Common Core standards are integrated. The core subject areas consist of language arts, math, science (including botany and zoology), cultural studies (including history, social anthropology, and geography) are complemented by practical life, sensorial, technology, visual and performing arts, foreign language, the human values curriculum, and physical education.

Enrollment is open to students who meet the criteria set by Education Code for Transitional Kindergarten through eighth grade.

Elementary students are placed at an appropriate entry level with regard to age. A current written agreement for each student is maintained which includes the manner, time, frequency, and place for submitting a student’s assignments and reporting progress, the objectives and method of study and evaluation for the student’s work, and the resources to be utilized.

Total enrollment shall be no more than 1200 students in grades TK through eighth grade who reside in San Diego County and its contiguous counties. Enrollment at the time of this writing is 775.

Community Montessori attempts to educate students who benefit from a Montessori learning environment for one or more of the following reasons:

- Instructional methods, schedule, and/or environment which correspond to their learning style and developmental level
- Desire to engage in educational opportunities not provided at local school
- Desire for independent learning which extends beyond standardized curriculum and learning objectives
- Health reasons prohibiting attendance at site-based programs (i.e. Crohn's Disease, allergies, anxiety, diabetes, pregnancy, etc.)
- Flexible study schedule to pursue work and aspirations (i.e. athletes, actors, musicians, entrepreneurs, etc.)
- Academic challenge
- Family relationships, personal beliefs, and values
- Remedial strategies not provided in a traditional classroom
- Desire to travel during the school year
- Bullying
- Intra or inter-district transfer not feasible due to distance or denial

There exists a sincere desire of the parent to facilitate their student's education in accordance with the school's guidelines as well as to maintain a positive and collaborative relationship between parent, student, and School. In addition, the parent(s) must possess the ability to supervise the student and participate in instruction, and the student must possess the motivation, commitment, organizational skills, and academic skills to work with limited supervision by a certificated teacher.

2. Attendance

The academic calendar reflects 175 days of instruction. Typically, the first day of school following Labor Day. The school closes one week during Thanksgiving, two weeks for winter break, and one week for spring break. In addition, all national holidays are observed.

Parents and students are required to meet with their Educational Facilitators (EFs) on or before the first day of enrollment to complete Master Agreements (MA) and Personalized Plan and Records (PPRs). The MA, a signed agreement between the student, parent, and EF, outlines basic student information, assignment collection dates, objectives, methods of study and resources, methods of evaluation, and the student schedule for grades K-8. (See **Appendix B: Master Agreement and Sample Personalized Plan and Record**).

The PPR outlines the scope and sequence and is discussed further in Section 4.

Independent Study Assurances

As an independent study program, Community Montessori complies with state laws relating to independent study as set forth in Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that Community Montessori operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Community Montessori must file for a funding determination as a condition of funding. Community Montessori maintains written contemporaneous records that document all student attendance. An annual, independent audit of student records is conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records are made available for audit and inspection.

Students must complete work for a minimum of one subject for each school day. Parents must record one concept and subject for each school day on the Student Attendance Log. A minimum of one sample for each subject must be tangible.

Less than 100% of work may result in an incomplete school day. If a student completes less than 100% (but at least 80%) of work in a subject area and does enough work in other subject area(s) then attendance may be credited.

Less than 80% of assignments in any subject will be resolved through the Missing Assignment Procedure. First occurrence: documented conference between the Educational Facilitator, parent/legal guardian, and student. Second occurrence: letter of warning from School Director. Third occurrence: termination of the Master Agreement (dismissal from school).

More than three (3) incomplete school days per semester will result in a Student Success Team (SST) meeting with the parent, student, Educational Facilitator, and school administrator. Additional participants may be included as necessary.

Attendance credit should not be confused with academic credit. Attendance credit is based on minimum requirements for a student's presence in school or the equivalent in study effort. Academic credit is based on academic achievement, assessed in terms of competency or knowledge and skills achieved and demonstrated according to the criteria that have been determined in advance. For ADA reporting purposes, it is the effort devoted to the assigned work, not the quality of achievement or learning, which is computed. On occasions when inadequate academic achievement makes it necessary to reassign work (i.e. student attempted work but it was done incorrectly) the Educational Facilitator will add a note of explanation to the Personalized Plan and Record.

The maximum number of days which may elapse between the time an independent study assignment is given and the date by which the student must produce the completed assignment shall be no more than 30 days. Students who demonstrate signs of being at-risk of not completing assignments in a timely matter may be asked to produce less or small assignments in fewer days to ensure the student is making adequate progress.

Average Daily Attendance to Full-Time Equivalent Ratio

The ratio of average daily attendance for students will be calculated as specified in Education Code Section 51745.6 and Title 5 California Code of Regulations Section 11704, and shall not exceed the equivalent ratio of students to full-time certificated employees for other education programs operated by the high school or unified school district with the largest daily attendance in the county.

3. What it Means to be an Educated Person in the 21st Century

The objective of Community Montessori is to prepare students for personal and academic success in the 21st Century. Community Montessori identifies an educated person in the 21st century as one who:

- Well-rounded
- Is self-directed and *self-motivated*
- Communicates well and works cooperatively with others
- Possesses *competence* in literacy and numeracy
- Demonstrates social sensitivity and sense of stewardship
- Is creative and innovative
- Discovers his/her own artistic sensibility
- Develops multiple problem-solving techniques
- Is technologically literate
- Is ecologically literate
- Is globally literate
- Is resourceful
- Views himself as a global citizen who is empowered and responsible for making positive changes in the world and the immediate environment
- Adapts to change
- Explores own experience and actions
- Engages in *lifelong learning*

- Possesses capacity to take control over one’s motivation, behavior, and social environment
- Seeks respectful and productive interactions with diverse people
- Possesses personal habits leading to a healthy lifestyle which includes balancing leisure, work, family, and community
- Able to use his intellect as well as his body to its fullest potential
- Seeks understanding and peace for himself and appreciates and protects the rights of others

Those who will experience the highest levels of self-actualization (i.e. success) will love work, be persistent, have a purpose in life, engage in deep thinking, tolerate and learn from mistakes, be flexible and open-minded, recognize and take appropriate risks, and feel comfortable with a future image of themselves.

4. Description of How Learning Best Occurs

Community Montessori believes that learning occurs when opportunities for mastery, a feeling of autonomy, and a sense of purpose exist. This is achieved when there exists an interdependent learning ecosystem in which people, environment, beliefs, and experiences play a role in the process. Through engagement in purposeful activity, students sustain focus and practice self-discipline. They develop compassion for others as well as a positive attitude toward learning with others. As a result of their confidence and initiative, they become contributing members of society. In addition to the design and pedagogy of the Montessori methodology, Community Montessori embraces that of Element Education. (See tables below).

Systems are in place to monitor the practice and effectiveness of each aspect. Methods are continuously evaluated for effectiveness and efficiency through Director and teacher surveys, classroom observations, environmental rating scales, focus groups, interviews, and predetermined levels of learning rubrics.

Montessori Design and Pedagogy	Element Design and Pedagogy
Mixed-age grouping (three-year span)	Individualized instruction
3-hour uninterrupted work periods	Multi-sensory materials and activities
Access to Montessori materials matched to inner needs; didactic materials designed for independent work and self-corrections	Integration into group learning at appropriate developmental level
Montessori credentialed teachers	Parents, students, and EF come from a growth mindset and work as collaborative team
Small group/one-on-one instruction	Use of Personal learning network consisting of various age levels and areas of expertise
Extensive student choice	Strong family involvement and support

<p>26 – 2 child-to-teacher ratio</p> <p>Teacher observation and ongoing assessment</p> <p>Diverse student population</p> <p>Movement</p> <p>Recognition of critical periods</p> <p>Concrete to abstract</p> <p>Motivation driven by interest</p> <p>Optimally timed lessons which pique curiosity</p> <p>Work viewed as purposeful activity which fulfills an inner purpose, integrating mind, body, and soul</p> <p>Ordered environments</p>	<p>Student awareness of Power Traits and educational options</p> <p>Guided choice and flexibility of work activities</p> <p>Allowed to explore personal interests while engaging with others</p> <p>Technology used as appropriate and effective</p> <p>Student recognizes learning as a result of self-initiated interaction with the world</p> <p>Life-long learning modeled by adults</p> <p>Learning is relevant and student understands purpose behind learning</p> <p>Stories are integrated into the learning process</p> <p>Academic and social emotional needs are identified and addressed</p> <p>Student has a positive mindset about self, relationship with others, and the learning process</p> <p>Positive, specific, and meaningful feedback is provided on a regular basis</p> <p>Learning is active, rather than passive</p> <p>Discovery takes precedence to delivery</p> <p>Self-reflection is part of the learning process</p> <p>Learning environment is comfortable, calm, ordered, prepared, and supportive</p> <p>Student is seen as an individual with a personal task</p> <p>Integrated curriculum</p> <p>Expectations are clear</p> <p>Nature serves as a classroom</p> <p>Learning plan adapted for atypical development</p> <p>Student plays a role in preparing and maintaining the environment</p> <p>Express self artistically</p>
---	---

Primary		
Resources	Actions	Goals
One on one instruction	Repeat activity sequences	Independence
Precise presentations	Structure time	Responsible group member
Content grounded in reality	Complete work cycles	Factual knowledge
Friendly attitude toward mistakes	Explore the environment	Joy
Lessons on social etiquette	Self-correct	Self-regulation
	Prolonged activity	Love of work and order

Lower and Upper Elementary		
Resources	Actions	Goals
Interactive small-group lessons	Examine interdependencies	High productivity
Integrated curriculum	Conduct in-depth investigations	Interconnected knowledge
Storytelling and key presentations	Work toward abstraction	Intellectual curiosity
Increased freedom, greater responsibility	Build community	Social competence
Challenging activity	Explore beyond the classroom	Sense of justice and morality
	Plan and track activities	Global perspective

Middle School		
Resources	Actions	Goals
Vigorous thematic learning	Personal expression	College and career readiness
Work of the head, hands, and heart	Civic engagement, service, and stewardship	Understanding of dignity of work
Strong classroom community	Field studies	Independent and interdependent citizen
Constructivist curriculum	Microenterprises	Engaged community contributor
Integration of divergent and convergent thinking	Reflective and contemplative study	Dedication to future humanity

Approaches, Strategies, and Settings

As Thomas Armstrong discovered in his research, a student's home-life represents his or her most powerful learning experiences. Community Montessori supports families in creating positive influences (loving, stimulating, etc.) and minimizing the negative (dysfunction, poverty, fast-pace, rigid ideologies, abuse, etc.). The expectation is that adults model kindness, restraint, humility, enthusiasm, consistency, appreciation, trust, patience, respect, and hope to support children who are physically healthy, mentally and psychologically fulfilled, spiritually nurtured and aware, and highly educated.

The CM approach addresses the whole learner in developmentally appropriate ways by first listening to and building a positive relationship with the student. Learning needs and negative behaviors are addressed from a place of trust and recognition of mistaken goals as defined by Positive Discipline.

The Personalized Plan and Record (PPR) is a unique and customized semester learning plan created by the Educational Facilitator with parent and student input. The plan is divided into learning periods in which work is monitored and evaluated. Students complete and submit work to the EF throughout the learning period and the EF records the level of mastery for each learning objective at the end of each learning period. PPRs for K-TK-6 consist of Montessori works aligned with Common Core State Standards. The PPR for grades 7-8 consist of personalized assignments which align with Common Core State Standards. The 7-8 PPR goes above academic objectives to incorporate human, digital, and material resources utilized, student Power Traits, social-emotional and/or other non-academic objectives, personal and academic goals, depth of commitment, teacher notes, and parent supports. Students and their parents are provided with expanded educational opportunities that are in direct support of Community Montessori and its mission and incorporates researched-based approaches of motivation (mastery, autonomy and purpose), Power Traits, Growth Mindset, Positive Discipline, and Social-Emotional Competencies (SEC). These approaches are aligned and complementary. Several tools and plans are used to support student success in all learning environments.

The Montessori Philosophy

The Montessori philosophy is a disciplined and self-directed program addressing the innate desire of students to learn through hands-on discovery and real-life opportunities. Hallmarks of the Montessori method are multi-age groupings that foster peer learning, uninterrupted blocks of work time, guided choice of work activity, and a thoughtfully prepared learning environment which utilizes specially designed Montessori learning materials. A teacher's purpose is simply to provide the environment and offer guidance when necessary and curriculum is divided into four main areas: practical life (movement of everyday life such as cleaning, cooking, and

polishing) which prepare the student for writing), sensorial (learning to use all the senses such as visual discrimination, tactile learning with textured letter and numbers), language (an extension of practical life, and mathematics (an extension of sensorial).

The Eight Principles* of Montessori Education are:

1. Movement and Cognition - Movement and cognition are closely entwined, and movement can enhance thinking and learning.

Primary: Students are learning controlled movements and body awareness. Activities such as walking on the line and the silence game play a part in student learning. There is a lot of individual work at this age, but with other people around. The materials are real and concrete – there is nothing abstract here. The focus is reality and not fantasy.

Elementary: Walking on the line and the silence game continue, but in a different pattern; as they approach adolescence, walking on the line takes on a new depth of need, centering their hormonal. Group work is now a part of the student's experience. The students are moving into abstraction and will have more and more abstract-like materials, including a good deal of work for which no materials are required.

2. Choice - Learning and well-being are improved when people have a sense of control over their lives. Students freely choose their work. They work it for as long as they are inspired to, then they put it away and select something else. They cycle continues all day. Occasionally students, particularly the young ones, might need some guidance in their choices. But, for the most part students' choices are limited only by the set of materials they have been shown how to use, by the availability of the material (since with few exceptions there is only one of each), and by what is constructive both for the self and society. They may choose to engage in learning by themselves, in pairs, or in groups.

Primary: Free choice as long as respect is maintained. Students can also choose to observe.

Elementary: Now free choice with respect includes a sense of responsibility – it is still showing respect because now it is respect for the growing young person before us. The elementary student is showing respect to himself when he follows a student/adult planned work plan and notes his work in a work journal.

3. Interest - People learn better when they are interested in what they are learning. Montessori education is designed to awaken interest and to allow students to pursue learning about issues that already personally interest them. This is a natural corollary to a system of education based on choice: one chooses to do what one is interested in doing. It is also necessary to a system that

is based on intrinsic motivation, rather than on extrinsic motivators such as grades. The Montessori curriculum presents to learners tasks and subjects of study that are designed to be either personally or topically of interest to a student. A student who is interested in skateboarding might be encouraged to learn about gravity, friction, and entrepreneurship through this interest.

Primary: The Adult presents the keys and the students continue to explore.

Elementary: With the developing responsibility to balance out freedom, the student takes ownership of planning those interests, no longer relying solely on the adult – it is now a team effort to create one’s own materials, own work choices, own extensions, own follow-ups and own conclusion. The adult still presents the keys particularly to entice new interests, but also to lay a foundation of knowledge so that all possible interests will have the fullest possible experience.

4. Extrinsic rewards are avoided - Tying extrinsic rewards to an activity, like money for reading or high test grades, negatively impacts motivation to engage in that activity when the reward is withdrawn. Research shows that students who are given rewards for learning are more likely to rush through a learning activity, less likely to return to that activity and to have a shorter retention of the learning in which they engaged than are students who are not given rewards for engaging in a learning activity. In other words, that gold star has been identified as contributing to that student becoming a less successful learner. Adults have their own ways of encouraging students with the goal of developing an intrinsic motivation in the student. Our students engage in learning, because the learning is the learner’s reward.

5. Learning from and with peers - Collaborative arrangements can be very conducive to learning. Students are in multi-age learning groups instead of being grouped by grades. This enables students to teach to and learn from each other. A student who has mastered a learning objective reinforces her/his own learning by teaching that lesson to a younger student. A younger student can excel and teach his or her own peers. Students learn at an early age to depend on and help each other.

Primary: There are limited groups at the primary age – the focus being on individual development. However, the young student can observe peers and learn through observation.

Elementary: The elementary student is expected to work during work-time individually and in groups.

6. Learning in context - Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts. Learning situated in context is often deeper and richer than learning in abstract contexts. It is why the materials have concrete properties where Montessori

developed both the isolation of difficulty and the isolation of quality. The control of error built-in with the materials aids the student in a critical thinking process. The students learn to think and discover on their own with the materials. Once they successfully master a material, the pride of their accomplishment stirs them into a desire for additional learning.

Primary: At this age, the student learns in concrete and real-world works.

Elementary: The student is connecting individual pieces together and allowing them to explore the pieces that are of most interest to them, while always emphasizing where/how those pieces together with the big picture.

7. Adult Interaction - Particular forms of adult interaction are associated with more optimal student outcomes. One of Maria Montessori's tenets was that the interaction between students and teachers is that it should be neither too much nor too little. It must be just right. Allow your student to struggle with a project or a problem long enough for them to learn about difficulties. It is important for the student to learn these skills and not be protected from them.

Primary: The adult presence is more environmental; setting the atmosphere and the physical environment, while also being present for the emotional needs of the student. Parents spend time with their children and all work together to help the student gain skills of independence.

Elementary: Focus on interdependence. The student knows he can stand strong on his own AND he has a solid home base – thus he can trust enough to give himself up for others in group project dynamics. The adult is a guide and a mentor for the student. The adult trusts the student and the student trusts the adult.

8. Order in environment and mind - It is important to assist the student in creating order in their day. This would include creating daily routines their day that satisfy the basic needs of the student as outlined by Maslow.

Primary: Order is external at this age; the environment should be beautiful, neat, uncluttered and inviting.

Elementary: Now order has been internalized and the outer work of the student is messy; he has it straight inside of himself, so all is well. That is the ideal.

*Adapted from Montessori: The Science Behind the Genius by Angeline Lillard

In addition to the materials unique to the Montessori philosophy and learning styles, students are provided with materials aligned to the State Standards.

All standards and benchmarks are developmentally sensitive, age-appropriate, and sequenced to assure students achieve desired results to be eligible for a high school diploma. The standards and benchmarks address content knowledge, process skills, and evolving work habits. They also emphasize real-world applications and acquisition of information through authentic learning opportunities where possible. The scope and sequence of the curriculum is articulated in a manner that enables students to enter or return to programs offered at a traditional school at any grade level.

EFs collaborate with students and parents to design the students' learning plan. Students complete assignments which are reviewed by parent and EF. The EF is available by telephone, internet, or in person to provide learning support and feedback in addition to written responses and personal attention.

At least one parent or guardian of every student is actively aware of, and involved in, the day to day learning which occurs for each learner. One Parent or Guardian serves as the Guide and agrees to take on the responsibility of oversight and implementation of the Master Agreement and PPR. While some students possess the skills to serve as their own Guide, a parent or guardian must still sign the Master Agreement as a commitment to ensure the agreement will be carried out.

Model for Student Success

The CM instructional framework follows the Element Education Model for Student Success which outlines shared goals and expectations, common professional language, multiple learning experiences, and a variety of assessments. (See **Appendix C: Element Guide for Student Success**).

Curriculum

CM course of study is organized to encompass the full substance of the traditional Montessori curriculum integrated with Common Core and goes beyond to teach students how to think clearly, do their own research, express themselves well in writing and speech, and put their knowledge to practical application.

CM lessons are introduced simply and concretely in the early years and are reintroduced several times during the following years at increasing degrees of abstraction and complexity, with new standards being covered as well.

The course of study is an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human

experience. This approach assists students in the discovery of the inter-connectedness of all disciplines and brings relevancy to learning. Literature, the arts, history, social issues, government, economics, architecture, medicine, science, and technology all complement one another in the curriculum.

As students reach the upper elementary and middle school years, they are challenged to pursue a considerable amount of library and field research.

CM integrates the following core curricular practices to assist students in attaining mastery of Common Core Standards:

- respect and protect the three-hour work period for all grade levels
- design compelling topics and guiding questions
- incorporate fieldwork, local expertise, and service learning
- guide students to prepare and present high-quality work
- teach reading and writing across the disciplines
- teach inquiry-based math, science and cultural studies
- implement differentiated instruction to assist all students to succeed
- encourage creativity in and through the arts
- implement effective assessment practices

Additionally, the following practices are utilized to reach beyond the confines of a structured curricular program to develop essential relational life skills:

- build culture of learning and foster character through focus on core values
- promote acceptance inside and outside of the group learning environment
- ensure equity and high expectations for all students
- foster respect and appreciation for the environment
- maintain a safe, respectful, and structured learning community
- promote holistic health
- develop a professional community

The curriculum of CM is based on the theory that individuals learn best when they are actively engaged, can experience connectedness, and take responsibility for their own learning. Each individual's approach to learning will be colored by the concepts of the learning styles model based on the work of The Learning Success Institute. Strategies used at CMCS that support and encourage learning styles include:

- *Freedom with Responsibility*: One component leading to the successful implementation of the cosmic curriculum is freedom along with accepting responsibility. Students will act without unnecessary help or interruption, work and concentrate, and act within limits that are determined by the environment and the group.

- *Inquiry-based instruction:* Some learners learn best when posed a series of questions they must work through, alone or collaboratively to find an answer. This approach supports the goal to have students develop both critical thinking and problem-solving skills.
- *Project-based learning:* Projects are designed to afford students the opportunity to take responsibility for their learning as they apply learning to complex problems by developing products that utilize all disciplines and various media. It provides them an opportunity for self-directed in-depth learning and gives them the experience of being an educator through their presentation while demonstrating their understanding of the core concepts. This approach supports the goal for developing competent, self-motivated learners responsible for their learning.
- *Authentic experience:* As students mature in the learning process, authentic experiences provide them with taking the classroom to the “real world”. This allows the students to make those connections to the life they live and experience beyond the classroom thus supporting the goal for developing life-long learners.
- *Integrated arts:* Visual and performing arts are woven throughout the curriculum as a way to illuminate and bring to life knowledge in the core subjects. Students are provided a similar opportunity to incorporate the arts into their projects. This supports the goal to provide a curriculum that stimulates students so they take personal responsibility for their learning.
- *Integrated cultural studies:* Cultural studies are a key component to develop an understanding of the global community. Its integration into the core curriculum will allow the students to view learning from a cultural perspective. This supports the goal to turn out culturally responsible global citizens.

A Student-Centered Environment: Regardless of where learning occurs, the focus of activity in the Montessori setting is on the student’s learning, not on the teachers’ teaching. Students work individually or in small, self-selected groups.

A Responsive Prepared Environment: The environment is designed to meet the needs, interests, abilities, and development of the student.

A Focus on Individual Progress and Development: Students progress at their own pace, moving on to the next step in each area of learning as they are ready. While the student lives within a larger community of students, each student is viewed as a universe of one.

It is recommended that students use multiple methods of instruction to provide a well-rounded learning environment. Options include, but are not limited to:

Independent Reading— Instruction is available through print sources such as novels, workbooks, articles, textbooks, original sources, ebooks, online sources, etc. Resources may be located at the community library, the school’s resource center, home libraries, vendor instructors, etc.

Online resources —Students may use a variety of online resources for instruction such as online curriculum, blogs, videos, etc.

Field Experience - Students are required to utilize the community for learning in some manner each semester. The school coordinates several opportunities for students to participate in field trips, internships, community service, competitive teams, clubs, job-shadowing, etc. In addition, opportunities for real-world learning are promoted throughout the year for families to participate on their own.

Vendor Instruction – Vendor Instruction is provided by private contractors and is intended to supplement and enrich course content. Services are available for one on one as well as small group instruction.

Small Group Instruction – Small group instruction as well as other academic support is provided at Centers located within each region. Classes, workshops, and tutoring supplement the required coursework.

Community Montessori offers Career Technical Education (CTE) courses ranging from sampler classes lasting eight to 12 weeks to full first-year courses in a particular field. By beginning their CTE exploration as early adolescents, students experience hands on educational opportunities while trying out various industry sectors they may choose to pursue in high school. Contextual learning and experiential activities are the basis of the middle school CTE pathway.

Introductory CTE courses are available in:

Engineering and Architecture
Arts, Media, and Entertainment
Agriculture and Natural Resources
Marketing, Sales, and Service

Agriculture and Natural Resources example curriculum (Includes introduction to Marketing):

Oak Hill (OH) Farm School Vision Statement

Imagine a place where a community of students are engaged in the most ancient of traditions. A place where students are learning the skills of collaboration and compromise with not just each other, but with the land itself. A place where students are given real, meaningful and adult work and encouraged to be accountable for what they contribute. A place where students are asked to design, engineer, build and implement solutions to real world problems, using a wide array of skills and resources. A place where adults work alongside students, learning and solving as a community.

OH Farm

The base is the farm, where a wide variety of crops are grown and harvested, using only organically certified methods. Students work on creating a rich and diverse farm that includes

vegetables, fruit trees, berries, grapes, chickens, goats, worms and active compost piles. Students are sowing, weeding, harvesting, and mulching. They are caring for animals and making decisions about their health and well-being. They are recording and analyzing crop growth data and researching the most up to date and innovative organic farming methods.

OH Nurseries

Students here are providing starter seedlings and plants for the farm and for sale to the public. Students are working in the greenhouse and using a hydroponic system while conducting experiments to help maximize seedling germination. Student here are working on tracking the most effective seed types for farm production.

OH Farm Stall

Students here are involved in sorting produce for sale, selling directly to the public and looking for innovative ways to increase the customer base. Students are marketing and advertising the farm in conjunction with the Marketing Team.

Marketing Team

Students here are working on spreading the mission of OH Farm to the public through social media and other outreach campaigns. Students are taking photographs, creating posters and fliers and creating a buzz of excitement about the farm and its mission

OH Food Kitchen

Students are reaching out to those less fortunate in our local community for ways that we can provide both food and other opportunities.

OH Finance

Students working in finance are keeping an up to date real time picture of the financial situation of the farm. Students are comfortable using accounting software and are able to make financial forecasts and projections as they relate to the farm. Students are researching grant and other funding opportunities.

OH Projects

Students here are working on larger scale projects and improvements. From concept to completion, students are being asked to help ensure the success of OH Farms. Project such as building vegetable boxes, chicken coops, farm sheds and compost bins. Students will be reaching out to other farms and organizations for ideas and resources.

OH Education

Students create, plan and conduct field trips of the farm for other Element students. They explain the mission of the Farm, give other students the opportunity to work on the farm and to taste the food grown on the farm.

Instructional Materials

The Personalized Plan and Record (PPR), which begins with State Standards and incorporates Montessori objectives, serves as the curriculum map for student coursework.

CM uses *Transparent Classroom* to design and monitor the Personalized Plan and Record (PPR). The program aligns Montessori materials to Common Core State Standards. Standards not met with Montessori materials are met with recommended state adopted materials or non-state adopted materials which have been vetted.

Materials which have been adopted through the vetting process are:

ELA	
Wordly Wise	K-6
Explode the Code	K-3
Lucy Calkins Writing	K-8
Math	
Modern Curriculum Press	K-5
MathLinks	6-8

A large component of the Montessori methodology is the use of specialized materials. The School follows a collaborative process to select state adopted materials as well as non-state adopted materials. A representative committee of content area specialists, administrators, and parents review instructional materials against specific criteria such as: Ease of use in classroom and classroom based setting, alignment with Montessori philosophy, versatility with learning styles, ease of acquisition, storage and maintenance requirements, aligned assessment, required teacher training, compliance with state laws for social content, alignment with state standards, etc. (See **Appendix D: Montessori Materials**).

In addition, a wide range of enrichment materials may be selected to complete the learning plan. Enrichment materials which are not state adopted must still meet standards for religious and social content.

Academically High Achieving

Community Montessori identifies and responds to the needs of students who are academically high achieving by designing a PPR to increase rigor and provide appropriate level of challenge.

Students Not Meeting Outcomes

Students who are not achieving at grade (or developmentally appropriate) level are identified through standardized assessments as well as monthly evaluation of work. The Master Agreement and/or Personalized Plan and Record (PPR) is adjusted to reflect appropriate learning goals and resources. State adopted supports and/or specialized instruction are incorporated into the

curriculum for those performing below grade level standards to ensure the standards are being integrated into instruction. One on one instruction will be provided in math and language arts for students, and coaching will be provided for parents in need. Programs such as Reading Horizons, Barton Reading, ST Math, Keys To, and iReady are some of the many resources utilized for remediation.

Students not meeting minimum requirements due to lack of effort or appropriate level of home support are guided to an educational setting that provides a different level of structure more appropriate to meet the student’s needs. (See Model for Student Success, page 28).

English Learners

Community Montessori meets all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Policies are implemented to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Parents are provided with online English Language courses to model the process of life-long meaningful learning.

Home Language Survey and English Language Proficiency Assessment (ELPAC)

Community Montessori administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). All students that reflect a home language other than English are tested with the English Language Proficiency Assessment for California (ELPAC). Students undergo an initial assessment within thirty days of enrollment and a Summative Assessment each spring between February and May until classified as English proficient (or as mandated by CDE).

Community Montessori notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

Students are classified by the following levels and receive support based on those levels.

Level	Description
4	<p>English learners at this level have 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. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have 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. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have 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. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have 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. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

Reclassification Procedures

The Student Support Manager establishes the Student Support Team (SST) based on the ELPAC results, observation of the student, interview with the parent, and other assessments providing appropriate information. The team meets each semester to review data and adjust the learning plan as necessary. Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The Student Oral Language Observation Matrix will be used to measure progress related to comprehension, fluency, vocabulary, pronunciation, and grammar usage.
- Participation of the student's Coach/Tutor/Teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student'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 student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Director of Accountability and Student Support Manager monitor students for a period of twenty-four months following reclassification.

Strategies for English Learner Instruction and Intervention

Students are provided with materials which meet their English reading and comprehension skill levels. In addition, they engage in daily instruction in the English language. Students meet with a qualified specialist a minimum of once weekly to share progress and request assistance (if needed). Parents are encouraged to utilize an English instruction program provided by the school as well. Content instruction may be delivered in the student's home language by the Parent.

The Framework for English Proficiency Development Standards aligns well with the school's focus on opportunities for mastery through independent and purposeful learning. English Learners receive instruction which values, and builds upon, the home culture and first language. Students are required to engage in intellectually rich tasks and texts across integrated disciplines. Specific language learning needs in listening, speaking, reading, and writing are identified using multiple forms of assessment such as CORE, iReady, observation, Reading Horizons, and Learning Ally and are addressed through a learning plan designed around the student's needs, learning styles, and goals. Students learn to use English purposefully, understand how it works, and interact in meaningful ways. In addition, College and Career Readiness Anchor Standards are incorporated, and strategic scaffolding is used to move the student toward independence. English Language Proficiency levels and general extent of support align with the state framework. High school students may earn academic credit by enrolling in Fundamental English if not ready for English 9.

Curriculum for English Language Development are Reading Horizons and Learning Ally digital instructional materials designed to boost language acquisition and achievement for English learners. Integrated research-based learning techniques, cultural awareness, and project-based activities are incorporated into a blended learning environment. The curriculum, which aligns with Common Core and WIDA standards, is designed at specific grade level of the learner and can be used to teach students with all language backgrounds.

Students meet with a Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language Academic Development (CLAD) teacher as appropriate to monitor progress. Additional resources include social learning groups at a resource center for English-language mainstream environment with instructors using specifically designed academic instruction in English strategies.

Students are encouraged to continue their work throughout the summer months.

A customizable professional development program provides support and training for EL teachers.

Monitoring and Evaluation of Program Effectiveness

Community Montessori seeks to support students in achieving oral proficiency within three to five years and academic English proficiency in four to seven years.

The School uses the following data to evaluate the effectiveness of its EL program:

- Annual progress of benchmarks by language proficiency level and years in program
- Teacher qualifications
- Use of appropriate instructional strategies

- Student identification and placement
- Availability of and access to adequate resources
- Parental feedback
- Student feedback

Parents are consulted monthly to ensure student and parent needs are being met. In the event the EL population exceeds twenty-one students, a formal English Language Parent Advisory Committee (ELPAC) will be established.

Students with Disabilities

Overview

Due to the high level of customization available via the general education learning plan, executive function challenges are minimized. Plans are developed with a backward design, beginning with the objective and scaffolding the plan back to the current skill level. Work schedules are created with factors such as circadian rhythms, family needs, and movement breaks in mind. Community Montessori complies 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 (“IDEA”).

Community Montessori was approved in February 2018 as its own local educational agency (“LEA”) and has been a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 4764(a) since July 1 of that year. Evidence of membership has been provided to the County, and confirmation as a member in good standing can be verified by:

SELPA Program Specialist: Nicki Lewis, 530-957-8286
CDS Code: 37-10371-0137695 Charter #1947

As an LEA member of the SELPA, Community Montessori receives state and federal revenues directly, in accordance with the SELPA’s allocation plan.

Community Montessori complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

Community Montessori may seek resources and services (e.g. Speech, Occupational Therapy, and Adapted P.E.), from the SELPA, subject to SELPA approval and availability. The Charter School

may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Community Montessori is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by the Schools are accessible for all students with disabilities.

The total number of active Special Education students as of December 2020 can be found in the following table. Percentage of students with IEPs is 15%.

Students by Primary Disability Category	
Specific Learning Disability (SLD)	47
Autism (AUT)	7
Other Health Impaired (OHI)	11
Speech-Language Impaired (SLI)	48
Emotional Disturbance (ED)	1
Intellectual Disability (ID)	1
Specialized Academic Instruction (SAI)	69
Speech-Language Therapy	69
Occupational Therapy (OT)	20
Counseling	5
Adapted PE (APE)	2
Specialized Vision Services	1
Assistive Technology Services	2
Behavior Intervention Services	1

Section 504 of the Rehabilitation Act

Community Montessori 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 Community Montessori . 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 Community Montessori.

A 504 team is assembled by the Director and includes 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 reviews 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under

Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team also considers 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 IDEA, a referral for assessment under the IDEA shall 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 Community Montessori 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 site administrator shall 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 shall 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 “IDEA”

The following description regarding how special education and related services shall be provided and funded is being proposed by Community Montessori 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 County. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of Community Montessori and the SELPA. A copy of the MOU has been provided to the County.

Community Montessori provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Community Montessori provides services for special education students enrolled in the Charter School. Community Montessori follows SELPA policies and procedures and utilizes 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 student records.

Community Montessori agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Community Montessori students, staff, facilities, equipment, and records as required or imposed by law.

Staffing

All special education services at Community Montessori are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Community Montessori staff participate in County or SELPA in-service training relating to special education.

Community Montessori is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Community Montessori shall ensure that all special education staff hired or contracted by Community Montessori is qualified pursuant to SELPA policies, as well as meet all legal requirements. Community Montessori shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide

special education services to Community Montessori students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.
(See **Appendix E: Special Education Job Descriptions**)

Notification and Coordination

Community Montessori shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Community Montessori shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Community Montessori 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. Community Montessori shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Community Montessori shall follow SELPA student-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 IDEA, as provided in Section 1414, Title 20 of the United States Code. Community Montessori shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Community Montessori shall obtain parent/guardian consent to assess Community Montessori students.

IEP Meetings

Community Montessori shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. Community Montessori shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Community Montessori -designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher; the student, if appropriate; the student’s

parent/guardian; and other Community Montessori representatives who are knowledgeable about the regular education program at Community Montessori and/or about the student. Community Montessori 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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Community Montessori 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 IEP process. Programs, services, and placements shall be provided to all eligible Community Montessori students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Community Montessori shall be responsible for all school implementation of the IEP. As part of this responsibility, Community Montessori shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Community Montessori non-special education students. Community Montessori shall also provide all home-school coordination and information exchange. Community Montessori shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Community Montessori shall comply with Education Code Section 56325 with regard to students transferring into Community Montessori within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Community Montessori from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Community Montessori shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Community Montessori shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Community Montessori from a district operated program under the same special education local plan area of Community Montessori

within the same academic year, Community Montessori shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Community Montessori agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Community Montessori with an IEP from outside of California during the same academic year, Community Montessori shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Community Montessori conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Community Montessori and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Community Montessori shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all students shall have access to Community Montessori and no student shall be denied admission nor counseled out of Community Montessori 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

Community Montessori has adopted policies for responding to parental concerns or complaints related to special education services. Community Montessori shall receive any concerns raised by parents/guardians regarding related services and rights. Community Montessori's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Community Montessori may initiate a due process hearing or request for mediation with respect to a student enrolled in the Community Montessori if it determines such action is legally necessary or advisable. In the event the parents/guardians file for a due process hearing, or request mediation, Community Montessori shall defend the case.

SELPA Representation and Funding

Community Montessori shall represent itself at all SELPA meetings and shall be subject to the allocation plan of the SELPA.

5. Technology

All credentialed staff are provided a laptop with Office 365 and Teams to carry out their duties and responsibilities. Home office stipends are provided to ensure internet access and printing capability. On-going training is provided to ensure proficiency and efficiency.

Community Montessori is a one-to-one school in which Chromebooks are provided to any student who cannot, or prefers not to, access a personal device. Student logins are managed with a single sign on application. Students are assigned school emails to ensure confidentiality and safety. Private channels are created in MS Teams for collaboration on student work.

Adaptive technology is made available in accordance with IEPs.

(See **Appendix F: Technology Scope and Sequence**)

6. Annual Goals and Actions Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Community Montessori has established goals, actions, and measurable outcomes, both schoolwide and for each subgroup established by the State, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). Each of these goals addresses the unique needs of *all* students expected to attend Community Montessori. The metrics associated with these goals shall help Community Montessori ensure that the specific subgroups established by the state are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Local Control and Accountability Plan (LCAP)

Based on the population intended to serve, stakeholders are consulted on the development of a Local Control Accountability Plan (LCAP). Community Montessori shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Community Montessori shall submit the LCAP to the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Community Montessori reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments

throughout the duration of the charter through the annual LCAP update. Annual goals and actions are school-wide, regardless of a subgroup in which a student may fall. Community Montessori’s personalized approach allows for all students to achieve all goals.

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

Goals are aligned with the school’s mission of self-directed life-long learning and are supported by curriculum providing for multiple methods of instruction, resources, environment, and assessments. Students engage in a combination of technical, in-person, and experiential activities as they become agents of their own learning.

The Local Control and Accountability Plan (LCAP) and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

DIMENSIONS COLLABORATIVE SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
STATE PRIORITY #1— BASIC CONDITIONS OF LEARNING	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
TEACHERS	
GOAL	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Director of Human Resources, or Designee, will review credential status of all staff on a monthly basis and document consent of teachers for assignments outside of credentialed authorization in accordance with Education Code 44865. In addition, the School Director will monitor progress of staff in meeting professional development goals and compliance.
INSTRUCTIONAL MATERIALS	
GOAL	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to Common Core State Standards per the charter petition. All materials will be vetted by appropriate content area specialists and approved by the Governing Board.

FACILITIES	
GOAL	Any facility maintained by the charter school will be clean and safe at all times. Students will behave as active agents of the learning environment.
ACTIONS TO ACHIEVE GOAL	Facilities undergo daily general cleaning with deeper cleaning provided during school breaks. Regular facility inspections screen for safety hazards. A comprehensive safety plan is in place and monitored by facility managers. Student community meetings are conducted regularly for student input and action.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
CCSS IMPLEMENTATION	
GOAL	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Professional Development on the CCSS, NGSS, and Element Education Technology Plan conducted on a monthly basis to all staff, with a focus on how to meet standards in an alternative setting. Online trainings available for staff access as applicable.
EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL	90% of EL students will gain adequate yearly progress academic content knowledge
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support, online English Language support curriculum, and regular meetings with EL support staff.
EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL	90% EL students will gain oral language proficiency in three to five years and academic English language proficiency in five to seven years through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support, online English Language support curriculum, and regular meetings with EL support staff.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
CULTURE AND CLIMATE	
GOAL	Parents will demonstrate proficiency at overseeing daily academic activity as it relates to their children’s learning plans and guiding them toward self-directed learning.
ACTIONS TO ACHIEVE GOAL	Contracts outlining parent, student, and school roles are reviewed and signed each semester. Learning plans are developed with parent ability and availability in mind. Parents are supported in serving as the daily guide and are involved in activities such as volunteering for school activities, attending parent education workshops, completing

	surveys, participating in LCAP and WASC self-study activities, and coordinating fundraising events.
EQUITY	
GOAL	The School’s Advisory Council will have positions for three or more parents representing a diverse group of students
ACTIONS TO ACHIEVE GOAL	Parents of state-recognized sub-groups (and GATE) will be invited to participate as a member of the Council. All parents will be informed of Council activity and discussions.
FAMILY AND COMMUNITY ENGAGEMENT	
GOAL	Receive feedback from all parents regarding support, effectiveness, and suggestions for improving accountability and connectivity.
ACTIONS TO ACHIEVE GOAL	Start-up and Annual Satisfaction Survey sent to all families and informal surveys conducted regularly via EF/Student/Parent meetings and schoolwide surveys of stakeholders. Data analyzed annually, and as needed, for updating formal plans (LCAP, Tech Plan, MTSS, etc.) as well as simple adjustments required to meet the needs of families.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by CA Assessment of Student Performance and Progress (CAASPP) statewide assessment, percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education, percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC), EL reclassification rate, percentage of pupils who pass Community College courses, percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
CURRICULUM AND ASSESSMENT	
GOAL	50% of students will meet or exceed standards on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics in year one, with at least 10% growth each following year.
ACTIONS TO ACHIEVE GOAL	Use of a wide range of diagnostic, formative, interim, and summative assessments in the development of personalized learning plans. Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of Multi-Tiered System of Supports.
EQUITY	
GOAL	All state-defined subgroups will show growth per the CDE dashboard as calculated by the State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the CAASPP as needed. Additional resources will be provided as needed in accordance to the school’s MTSS.

INSTRUCTION	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by school attendance, dropout, and graduation rates</i>	
CULTURE AND CLIMATE	
GOAL	Charter School will maintain a 95% or higher ADA rate.
ACTIONS TO ACHIEVE GOAL	EFs will closely monitor students at-risk of not completing daily minimum requirements and/or monthly assignments by requiring additional meetings. Students who are not completing enough work to remain enrolled in an independent study program will be withdrawn in accordance to Education Code promptly so that they can enroll elsewhere without missing too many days of school.
EQUITY	
GOAL	All students will be included in the development of their learning plans and demonstrate adequate progress, as defined by the Master Agreement and Personalized Plan and Record (PPR) at every learning period as determined by student and parent survey results.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in the Student Support Plan.
FAMILY AND COMMUNITY	
GOAL	Parents will engage in daily monitoring of learning plan and the use of community resources as measured by EF and parent surveys.
ACTIONS TO ACHIEVE GOAL	Learning plans will be developed, and community resources will be selected, based on the ability and availability of parent support.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by pupil withdrawal and dismissal rates and satisfaction surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
PUPIL WITHDRAWAL RATE	
GOAL	Withdrawal rate of less than 10% per year by students for whom the program is a good fit as measured by data provided on Withdrawal Forms.
ACTIONS TO ACHIEVE GOAL	Connection with parents and students which includes frequent informal surveys of satisfaction and suggestions for improvements to meet family needs.
PUPIL DISMISSAL RATE	
GOAL	Dismissal of only students for whom all interventions have been tried as determined by data provided on Withdrawal Forms.

ACTIONS TO ACHIEVE GOAL	Continual staff development on strategies, tools, and best practices for supporting students in an independent study setting. Regular review of the effectiveness of adopted tools and resources by committees. Student Support Plan reviewed each semester and updated as needed.
SCHOOL SAFETY AND CONNECTEDNESS	
GOAL	All students feel empowered to understand and voice their academic and social-emotional needs and goals.
ACTIONS TO ACHIEVE GOAL	Use of Social-emotional competencies survey and Social-Learning Readiness Assessment; student community meetings to address quality and safety of group learning environments (resource centers, online courses, field experiences, etc.); various community building events organized through collaboration of parents, students, and staff conducted throughout the year.
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8— OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
CURRICULUM	
GOAL	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in: <ul style="list-style-type: none"> (1) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition. (2) Mathematics, including concepts, operational skills, and problem solving. (3) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the

	<p>entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.</p> <p>(4) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.</p> <p>(5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.</p> <p>(6) Health, including instruction in the principles and practices of individual, family, and community health.</p> <p>(7) Physical education, with emphasis upon the physical activities for the conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays</p> <p>In addition, students in grades 7- 8 will demonstrate grade level skills and content knowledge in foreign language and career technical education.</p>
ACTIONS TO ACHIEVE GOAL	All students will have access to several choices of instructional materials which align with the student’s learning styles, goals, and learning environment. A recommended list of materials is vetted by a team of specialists and includes state-adopted and enrichment options. Curriculum may be adjusted during the semester as needed.
EQUITY	
GOAL	Students utilize curriculum which provides appropriate level of rigor and support
ACTIONS TO ACHIEVE GOAL	Curriculum is selected based on language skills, learning strengths and challenges, level of parental support, and student’s level of independence.
PROFESSIONAL LEARNING	
GOAL	All certificated staff are proficient in addressing a wide range of learning styles and philosophies
ACTIONS TO ACHIEVE GOAL	Staff design personalized professional development plans based on current skills and knowledge as well as the needs of families on their rosters and have access to a wide range of resources such as: video instruction, small group collaboration, books, conferences, workshops, etc. Time is factored into work schedule for weekly development; formal training occurs two days per learning period.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable student outcomes identified for use by the charter school. "Student outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Student outcomes shall include outcomes that address increases in student academic achievement both schoolwide and for all groups of students served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The student 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 47605.6(b)(5)(B).*

Dimensions Collaborative strives to instill mastery over performance in which success is the result of effort and use of the appropriate strategies. It has been observed that students oriented toward mastery exert a higher level of effort to develop their understanding and competence at a task. Across numerous studies, mastery orientation has been shown to promote adaptive patterns of learning, which ultimately lead to high academic achievement and adjustment. For example, students with a mastery orientation are more intrinsically motivated to learn, use deeper cognitive strategies, and persist through challenge and failure. (Elliott, Elaine S.; Dweck, Carol S. (1988). "Goals: An approach to motivation and achievement". *Journal of Personality and Social Psychology*. **54** (1): 5–12).

1) Covid-19 Response

In response to the Governor's Executive order, Community Montessori School (CM) closed its learning centers and increased the development and offerings of distance-based learning activities. Chromebooks and internet hot spots were provided to all students who expressed a need. Access was given to varied online curriculum resources and the staff quickly developed virtual class meetings using Microsoft Teams platforms. A virtual database was established to provide a repository for student work samples. Monthly Student/parent meeting with the teacher have continued through the use of online resources (Teams, Zoom, Facetime). Teachers have increased the number of email and phone check ins with parents and students.

Teachers assessed needs of individual families by emailing and calling to assess varied needs of their student rosters. CM was able to provide technology supports by delivering needed items directly to the student homes. Delivery of curriculum supports directly to student home was provided as well. One-on-one and/or small group tutoring support was provided as needed through virtual meetings. Student academic support and parent support workshops were provided. A Behavioral Counselor was made available for family problem solving support. Frequency of contact with students and parents was increased to weekly via phone calls, emails, videoconferences, newsletters, and ParentSquare messages. SPED services are being provided virtually as appropriate.

The CM Student Support Manager used diagnostic data from iReady to identify students below and far below standards to provide extra supports like curriculum, tutoring, etc. A distance-based graduation ceremony was held for 8th grade promotions.

Outreach was completed with parents, pupils, teachers, principals, administrators, and other school personnel in developing the Learning Continuity Plan. Governing Board meetings continued virtually through the use of GoTo Meetings. Public comment opportunities were available at all public meetings and public hearings. Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to

support their students learning and use of technology. After parents were surveyed, two educational models were adopted: a two day a week blended model and a fully distance-based model.

Changes were made to the learning model after continued rounds of parent feedback. Eventually, three different learning plans were adopted: a 2 day a week cohort model, a 4 day online virtual/distance-based learning model, and a homeschool model with teacher support weekly.

Community Montessori School (CM) will continue to provide proctored diagnostic assessments proctored for all students, and general ed MTSS interventions will be in place for all students. Students who are found to have experienced significant learning loss will be assigned tier 2 and tier 3 interventions as needed as well as supported by the Student Support Manager, Educational Facilitator, and other supports as deemed necessary to mitigate learning loss. Academic and Behavioral counselors are available to support student social emotional learning needs that may be enhancing the academic learning needs.

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by CM as an important means of mitigating learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

CM determined that the 2020-21 school year will begin with full distance learning. This decision was affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

CM is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Decision-making will be aligned to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

- To meet health, safety, and learning needs, three modes of instruction will be offered for families to choose from. These will include a fully distance-based learning model, a homeschool learning

model and a blended learning model which is part in-person and part distance. Teacher rosters have been updated to reflect the learning model students have chosen.

- CM is preparing for potential shifts in instructional model as determined by public health conditions or student need.

Continued use of Microsoft Teams classroom will allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

- All district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each learning center to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Teams breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within Microsoft Teams classrooms. Current analyses of the district’s physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Staffing

- Some teachers will be designated as distance-based learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

- Related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

- Students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Community Montessori's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

- Face Coverings: Wearing a cloth face covering is required for all CM staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified. Individual classroom supply kits will be made available to each student in order to limit sharing of items.
- Common Areas: Signage and other visual cues will be used to direct traffic flow and encourage appropriate social distancing.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with San Diego County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

CM will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CM recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

2) Standardized Assessment

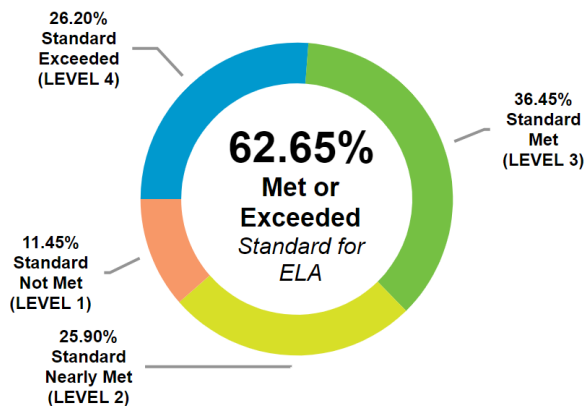
With cancellation of the 19-20 CAASPP, the school relied on internal assessment for year two of the charter.

2018-19 CAASPP Performance

Community Montessori CAASPP Performance:

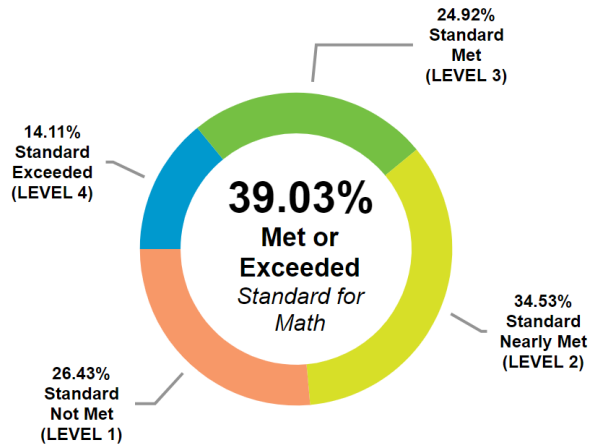
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

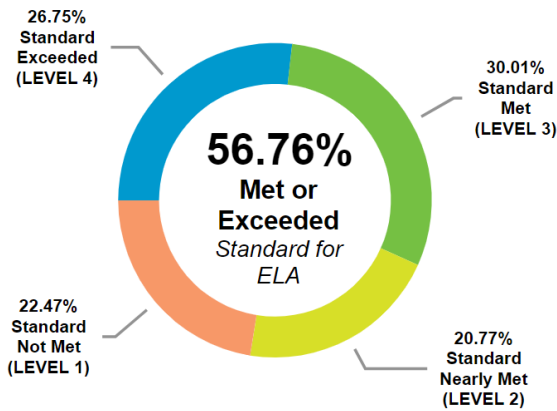


Community Montessori's overall performance on the 18-19 ELA CAASPP exceeded both San Diego county and statewide average performance levels. Performance on the Mathematics portion nearly met statewide average performance, falling less than one percentage point shy. CM did underperform San Diego County average math scores by six percent.

San Diego County CAASPP Performance for 18-19:

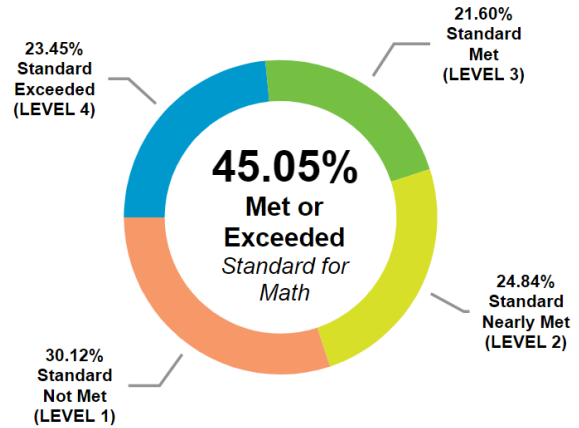
ELA

Percent of students within each achievement level



Mathematics

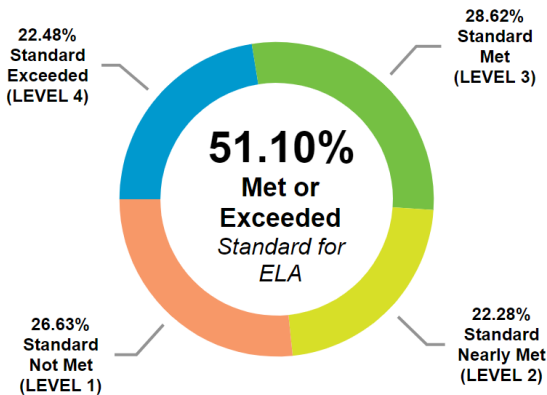
Percent of students within each achievement level



Statewide CAASPP Performance for 18-19:

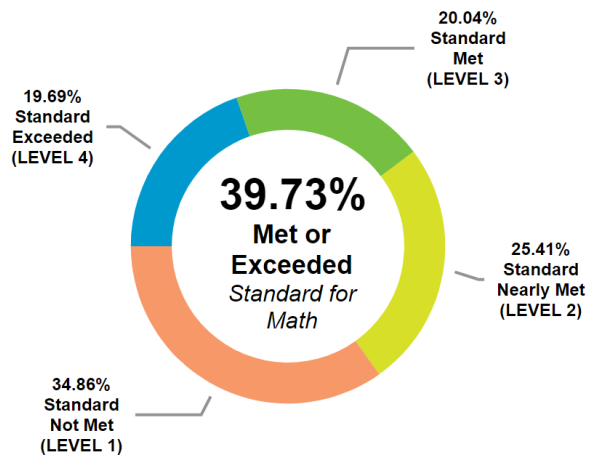
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Community Montessori took meaningful steps to address this mathematics performance gap by initiating expanding an existing MTSS program that focused on using diagnostic assessments to make data informed decisions around curriculum choices and student needs. The iReady diagnostic assessment in Math and ELA was provided at the start of the 2019-20 school year, reassessed in January, and reassessed again in May. Data from these diagnostics was used to

identify students scoring below and well below grade level. Using the results of the diagnostics and the in place Multi-Tiered System of Supports (MTSS), students were identified for tier one and tier two general education interventions of curriculum, tutoring, behavior, or referral to Student Support Team for additional resources as needed. ST Math, an online math program that has been scientifically proven to increase student achievement in Math was provided to all students in grades K-8. Ready curriculum, which directly links to the iReady Diagnostic assessment, was made available via online instruction or traditional books to all students.

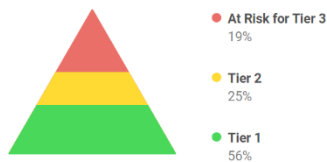
With the cancellation of the 19-20 CAASPP due to Covid-19, the school relied on internal assessments to monitor student progress during the 19-20 school year.

iReady Diagnostic Assessments

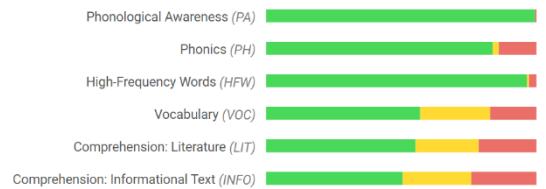
Fall 2019 iReady Assessment:

English Language Arts Fall 2019:

Overall Placement



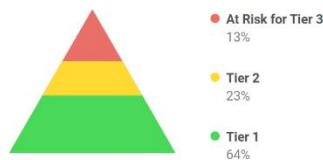
Placement By Domain



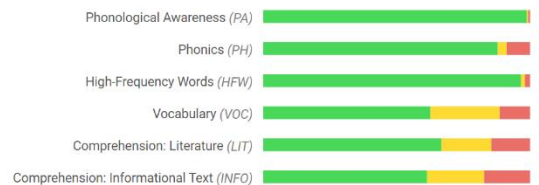
For the ELA assessment in the fall of 2019, 56% of students performed at Tier 1, at or above grade level standards, 25% of students performed at Tier 2 (one year below grade level standards), and 19% performed at tier 3 (2 or more years below grade level standards).

English Language Arts January 2020:

Overall Placement



Placement By Domain

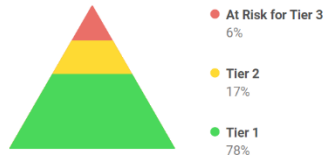


The mid-year ELA diagnostic assessment showed an 8% growth of students performing at or above grade level, to a total of 64% of students performing at or above grade level. Students performing two or more years below grade level shrank 6% to 13% of assessed students.

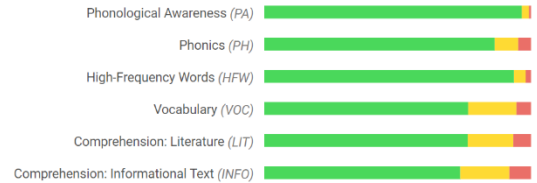
Performance across all assessed domains improved as the majority of students were making positive progress.

English Language Arts May 2020:

Overall Placement



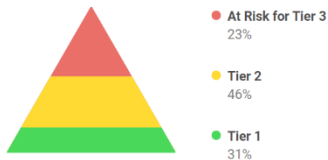
Placement By Domain



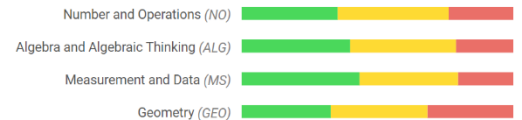
The 2020 end of year iReady diagnostic assessment in English Language Arts showed a 14% growth of students performing at or above grade level standards, or 78% of all students. Only 6% of students assessed performed at tier 3, and 17% performed at tier 2. Measurable growth was attained by the majority of students. While more work needs to be done to increase student performance in ELA, marked growth was shown throughout the year at all grade levels and more supports were offered to low performing students.

Mathematics Fall 2019:

Overall Placement



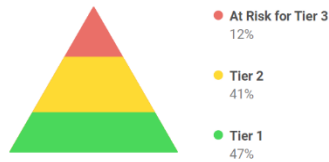
Placement By Domain



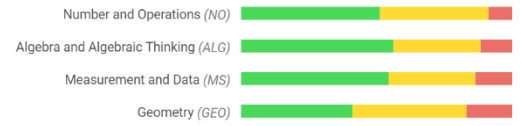
The Mathematics diagnostic assessment for Fall 2019 showed 31% of students performing at or above grade level, 46% performing one year below current grade level, and 22% of student performing 2 or more years below grade level. That data was used to inform pupil learning plans and classroom lesson plans.

Mathematics January 2020:

Overall Placement



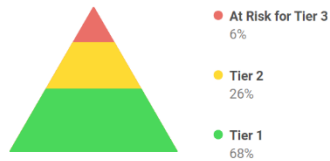
Placement By Domain



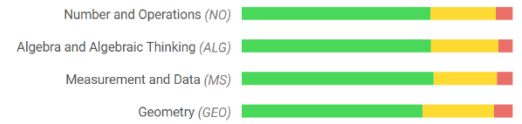
The mid-year 2020 mathematics assessment showed 47% of students performing at or above grade level in math, a growth of 16% from the fall assessment. Only 12% of students were shown at risk of tier 3, 11% lower than in the fall assessment results.

Mathematics May 2020:

Overall Placement



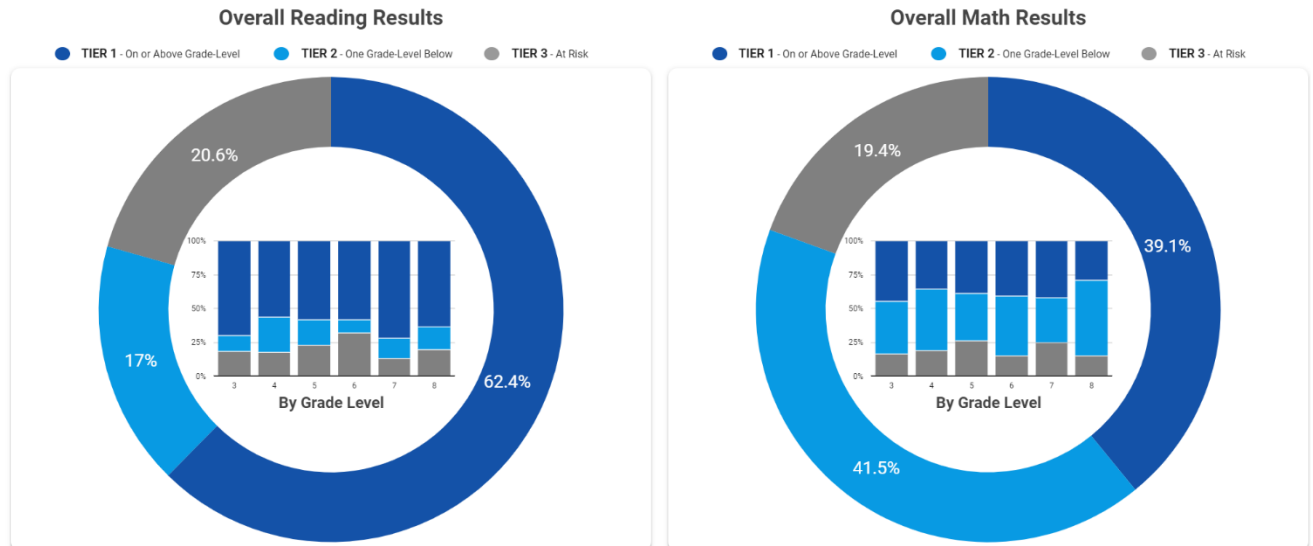
Placement By Domain



The end of year 2020 assessment showed sustained student growth. 68% of students performed at or above grade level, a 21% growth from mid-year, and a 37% growth from the fall assessment. Only 6% of students performed at risk for tier 3, down 17% for the school year. Growth was shown in all placement domains, particularly in Geometry. These gains were apparent at every grade level.

After taking meaningful steps to address low performance throughout the year, growth was apparent at all grade levels. However, some students are still performing significantly below grade level. Work will be continued to ensure equitable supports for all students through the MTSS system, regular diagnostic assessment, and data informed decision making in determining educational and social emotional needs of all students.

Fall 2020 iReady Diagnostic Assessments:



Fall 2020 iReady results show sustained improvement over Fall 2019. 2020 results for ELA show 62.4% of students performing at or above grade level, an 8% increase over Fall 2019. Math results for Fall 2020 show 39% of students performing at or above grade level, also an 8% increase from Fall 2019.

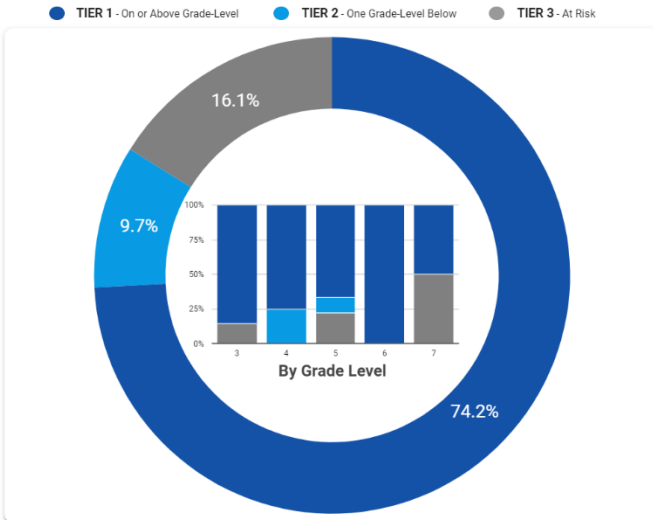
For previous assessment windows, Community Montessori was not tracking subgroup data in iReady. However, due to Covid19 and the cancellation of CAASPP testing for 19/20, CM is constructing a data dashboard to track iReady demographic data including subgroup performance. Currently, tracking by race is available. Work is continuing in order to disaggregate by other subgroup categories.

Ethnicity:

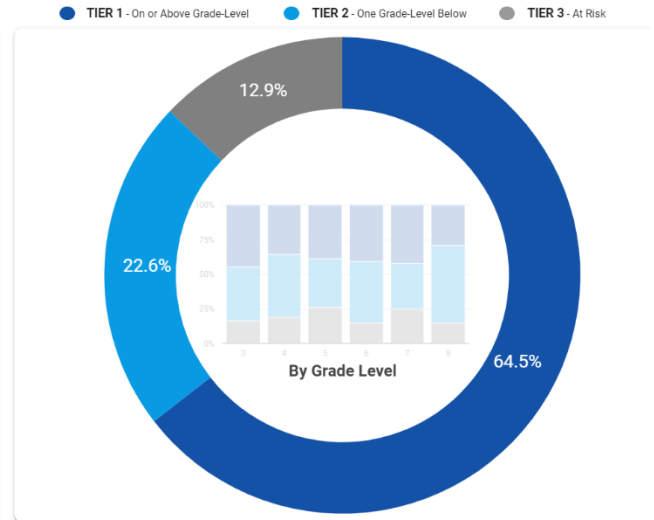
Performance disaggregated by ethnicity. In order to protect student privacy, data is suppressed if 10 or fewer students of any race were tested.

Asian:

Overall Reading Results

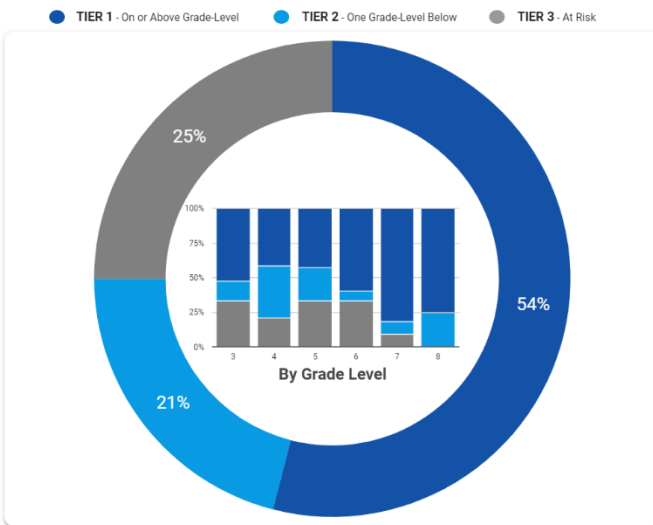


Overall Math Results

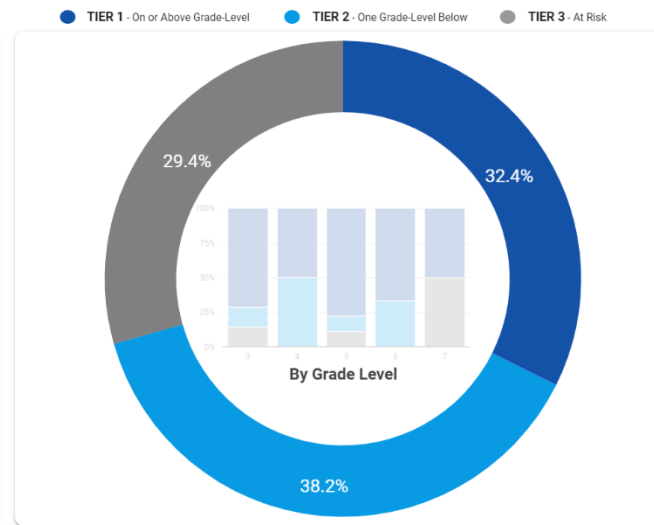


Hispanic:

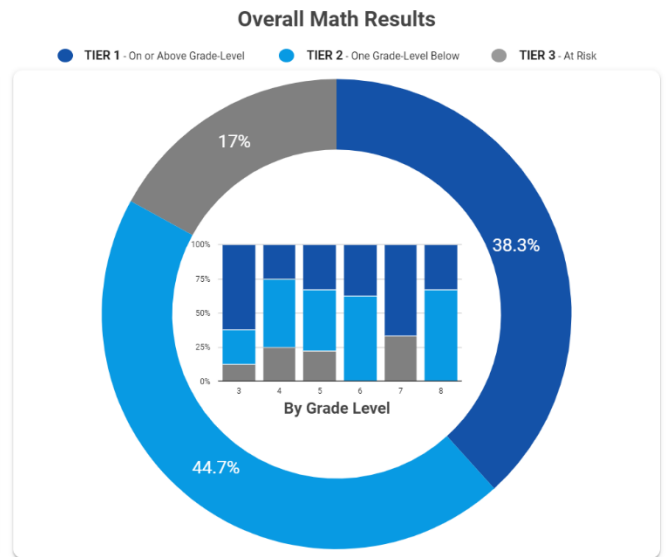
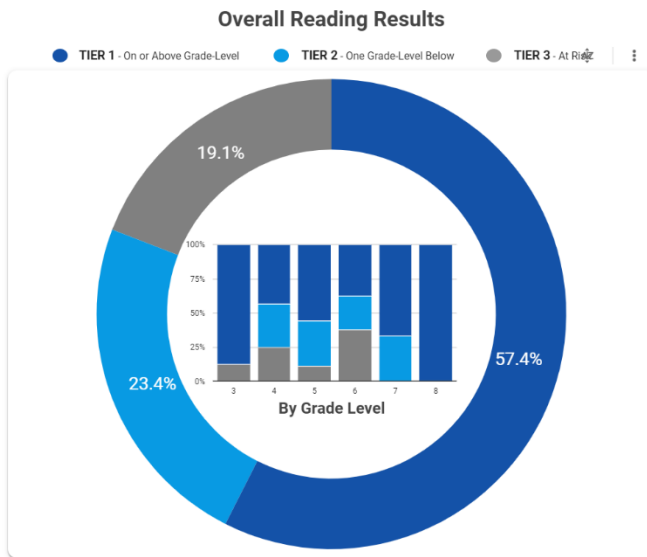
Overall Reading Results



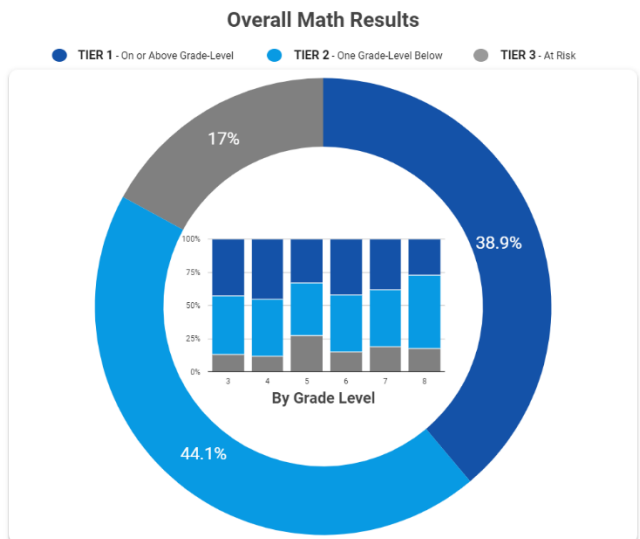
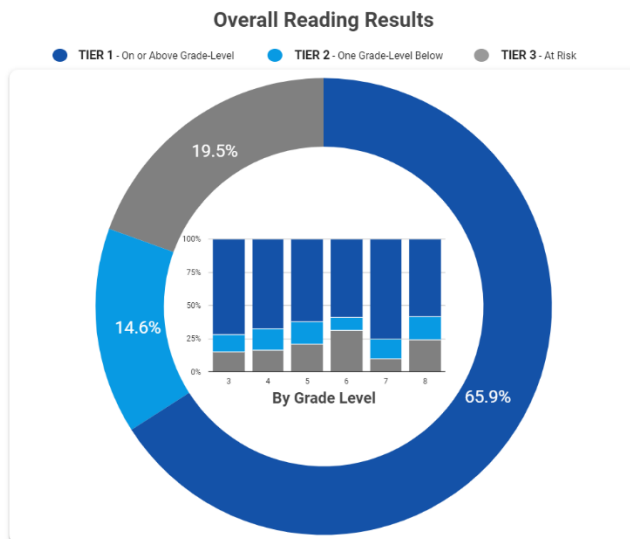
Overall Math Results



Two or More Races:



White:



ELEMENT C: STUDENT PROGRESS MEASUREMENT

Governing Law: *The method by which student progress in meeting those student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).*

To the extent practicable, the method for measuring student outcomes for state priorities is consistent with the way information is reported on a School Accountability Report Card (SARC). Community Montessori follows content and performance standards based on State Standards, including but not limited to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD), and International Society for Technology in Education (ISTE) standards for all students and a variety of assessments are used to determine that students are learning and growing consistent with expectations.

All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. EFs perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). EFs working closely with parents and/or concerned adults have the first responsibility for measuring and monitoring student progress and performance.

Working with curriculum (performance tasks) in a variety of experiential learning settings enable students to be more engaged in the learning process and foster workplace skills. Part of the learning process requires students and EFs to reflect on their learning, to self-evaluate their progress, and to design steps for improvement and advancement of their growing body of knowledge and skills. Students learn how to use information as a strategic lifelong resource as they will learn how to identify problems, find and evaluate resources, plan work strategies, synthesize and present information. By working with information in a variety of contexts, students develop an understanding and appreciation for its importance, and they will be more likely to retain and apply it in real-world applications.

Students are assessed in each area by a combination of ongoing EF assessments, portfolios, performance and norm-referenced exams. To track student performance against identified standards and report on an on-going basis, quantitative and qualitative assessment measures are identified or developed such as:

- Systematic collection of student work to be added to the student's portfolio
- Demonstration of student skills (i.e. reading, writing, mathematics, extra-curricular, etc.)
- Monthly summaries of completed work

- Parent-Educational Facilitator observations and surveys
- State mandated achievement tests
- Internal standardized assessment (iReady, or similar)
- CAASPP assessment system
- ELPAC

Assessment is mastery-based and requires students to demonstrate their ability to use their knowledge to solve problems and communicate the results of their learning. Formative assessment is used for feedback to gauge student learning. Students are evaluated on the tasks or projects they do, their ability to work well with others, and their responses to problem situations. As motivation is proven to be key to learning, motivation level is taken into consideration when determining assessment tools and timings. The following methods of evaluation will be used:

- ***Summative assessments*** which includes, but is not limited to, chapter test, final exam, final draft of writing project, exhibition, etc. Summative assessments can be done at the end of a unit, course, or sequence of lessons.
- ***Portfolio evaluation*** will include a purposeful and systematic collection of selected and self-assessed student work developed over time in collaboration with the EF. The staff will continue to develop procedures and assessment criteria to review, evaluate, and compare student portfolios in order to utilize up to date formats and maintain quality. The portfolio is a collection or gathering of a student’s best work from all aspects of his/her learning experiences including examples from academic curriculum, co-curricular activities and examples of work from community service.
- ***Performance-based exams*** are exams that relate student mastery directly to performance standards. These exams provide an analytical approach to student performance and are used when adjusting instructional strategies and modifying learning plans.
- ***Rubric evaluations*** are matrices of narrative statements used to evaluate the quality of students’ work in relation to the performance benchmarks and shall be used on a regular basis.
- ***Criterion-based testing*** show progress in specific subject or curriculum areas. It is a common practice for publishers to have an assessment correlated to the text. This is a possible option within a specific course. Options exist for correlation of assessments with curriculum. In addition, the school will use online test preparation products.

- **Response Journal/Learning Log** which reflects a daily record and reflection on learning experiences).
- **Systematic Observation** of an oral presentation, demonstration, etc.
- **Interview** with student, parent, mentor, etc.
- **State mandated tests** – The Charter School will administer state-mandated tests such as CAASPP and ELPAC which will be open and available for all eligible students. The Charter School staff will strongly encourage all students to participate in this assessment program and work with families to address their concerns about participation on the tests.
- **Key Assignments** – Mandatory and universal writing assignments are given to high school students, and are evaluated by the parent, EF, and a Content Area Specialist. This provides data regarding evaluation practices in addition to student performance.
- **Benchmark tests** – Mandatory placement tests for Algebra and higher level math assist in ensuring students are enrolled in the proper math courses.
- **Online Assessment** – iReady, or the equivalent type of measurement tool, is used to determine beginning academic levels and year end progress.
- **Public Presentations of Learning** – Students select appropriate public audience based on own experience with public presentations as well as the information being presented.

Every student is required to display an understanding and working knowledge of the essential knowledge and skills that all students must learn. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Educational Facilitators will monitor and report data to the student and parent a minimum of once a learning period to determine whether adequate academic progress is being made. School-wide data will be monitored monthly and evaluated by the Leadership Team to make improvements to the charter school program as needed. The student information system and assessment reporting system are used to manage student data. Data on student achievement is disaggregated and reported a minimum of once annually to the governing board to identify academic performance of subgroups (i.e. ethnicity, gender, English Learner, socio-economically disadvantaged, and those

with disabilities). Information is made public via the Student Accountability Report Card (SARC).

Community Montessori has developed, adopted, and updates annually a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). Community Montessori continues to examine and refine its list of student expectations and develop clear graduation expectations consistent with school's mission and California requirements.

ELEMENT D: FACILITIES

Governing Law: *The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).*

Governing Law: *The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h).*

Education Code sections 47605.6, subdivisions (e)(1) and (e)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a nonclassroom-based/independent study charter school accept all residents of the “home county” (i.e., the county in which the charter school’s authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable students to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a nonclassroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that “the independent study option is expected to be equal or superior in quality to classroom instruction.” (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As Community Montessori is a non-classroom based/independent study charter school, San Diego County Office of Education and Community Montessori understand and agree that Community Montessori must serve any interested students throughout San Diego County and adjacent counties pursuant to Education Code Section 51747.3, and 47605.6, subdivisions (e)(1) and (e)(2)(A). Additionally, Community Montessori must provide appropriate services and resources to enable Community Montessori students to complete their independent study successfully. As such, Community Montessori utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, small group instruction, tutoring, special education services, laboratory instruction, English Language services, parent meetings, workshops for students, parents, staff, and the public, and student events and presentations.

Element Education has secured the following locations for Community Montessori's operations:

8580 Carlton Hills Blvd, Santee, CA 92071

12370 Adobe Ridge Road, Poway, CA 92064

3751 Mary Lane, Escondido, CA 92025

1816 Oak Hill Dr, Escondido, CA 92027

6797 Embarcadero Lane, Carlsbad, CA 92011

Upon approval by the San Diego Board of Education, the school intends to lease additional space as necessary to adequately serve students throughout San Diego county.

ELEMENT E: GOVERNANCE STRUCTURE

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 47605.6(b)(5)(E).*

1. Non-Profit Public Benefit Corporation

Community Montessori shall be a directly funded independent charter school operated by Element Education, Inc., (“Element Education”) a non-profit public benefit corporation pursuant to California law.

Element Education is a stand-alone corporation and not a subsidiary of the San Diego County Office of Education and acts as its own fiscal agent to the fullest extent of the law. Element Education operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and Element Education. Pursuant to Education Code Section 47604 (c), the County shall not be liable for the debts and obligation of Element Education/Community Montessori or for claims arising from the performance of acts, errors, or omissions by Element Education/Community Montessori, as long as the County has complied with all oversight responsibilities required by law. A copy of the Element Education Articles of Incorporation and By-Laws are on file at the San Diego County Office of Education.

2. Purpose

Board Composition

Community Montessori is governed by the Governing Board (“Board”) of Element Education in accordance with its adopted bylaws, which are consistent with the terms of this charter.

The Duties of the Board include:

- Determine the organization’s mission and purpose and provide continuity for the organization by representing the organization’s point of view through interpretation of its services and advocacy for them.
- Select and appoint an Executive Director to whom responsibility for the administration of the organization is delegated. Review and evaluate his/her performance regularly on the basis of a specific job description, including executive relations with the board,

leadership in the organization, program planning and implementation, and management of the organization and its personnel.

- Offer administrative guidance, ensure effective organizational planning, and determine whether to retain or dismiss the executive
- Govern the organization by broad policies and objectives, formulated and agreed upon by the Executive Director and employees, including assigning priorities and ensuring the organization’s capacity to carry out programs by continually reviewing its work.
- Acquire sufficient resources for the organization’s operations and to finance and manage the products and services adequately
- Account to the public for the products and services of the organization and expenditures of its funds to provide for fiscal accountability, approve the budget, and formulate policies related to contracts from public or private resources
- Serve as a court of appeal
- Assess effectiveness of own performance regularly

Additionally, the Board shall seek input from the Advisory Council regarding matters affecting the operation and performance of the Charter School.

3. Membership and Responsibilities

The Board is fixed at no less than three (3) and no more than seven (7) members. All members are designated by the Board and, where feasible, reflect the make-up of the Dimensions community. Two positions are reserved for a parent of each of the charter schools.

The names, relevant qualifications, and years of service of the current Element Education Governing Board are presented in the table below.

Name	Category	Area of Specialty	Years
Barbara Rohrer	President	Education Administration and Special Education	12
Rebecca Raymond	Board Member	Parent Representative (CM)	1
Tim Tweeten	Clerk	Commercial Real Estate	4
Rosella Childers	Vice-President	Teaching and Bilingual Education	7
Alex Duran	Board Member	Parent Representative (DCS)	New

Term of Office, Vacancies and Roles and Responsibilities

Each term of office shall be for two (2) years and shall expire at the end of the annual meeting in the year of expiration, or until a successor has been designated and qualified. Board members may serve for consecutive terms if reappointed by the Board.

In the event of a vacancy, and annually as member terms conclude, the Executive Director shall convene the Nominating Committee to recruit and interview candidates. The Nominating Committee that designates individuals to serve on the Board shall consist of five (5) individuals. The Nominating Committee shall consist of three parents representing more than one school operated by the corporation. The total parent population of the corporation will be provided opportunity to elect parent representatives for the nominating committee. The remaining two individuals shall consist of one (1) individual selected by the Executive Director and one (1) individual selected by the existing Board. The Committee shall present a slate of candidates at the annual meeting of the Board for a vote by the Governing Board. Candidates designated to fill vacancies shall be presented at the next regular meeting following Nominating Committee meeting selection. The Nominating Committee shall convene three months prior to the annual meeting and in the event of a vacancy to select a committee leader who will facilitate the nominating procedure.

Each Board Member

- Is a voting member
- Regularly attends board meetings and important related meetings
- Makes effort to support fundraising efforts
- Stays informed about organization matters, prepares well for meetings by reading packets and connecting with Executive Director as needed, and reviews and comments on minutes and reports
- Gets to know other committee members and builds a collegial and trusting relationship that contributes to consensus
- Is an active participant in the organization's annual evaluation and planning efforts
- Participates in self-evaluation

Officer elections are conducted at the January meeting. The process is conducted by the Board Secretary/Executive Director. All members are permitted to vote for any member for office.

Board President

- Serves as the Chief Volunteer of the organization
- Is a partner with the Executive Director in achieving the organization's mission
- Provides leadership to the Governing Board, who sets policy and to whom the Executive Director is accountable
- Chairs meetings of the Board after developing the agenda with the Executive Director

- Encourages Board's role in strategic planning
- Appoints the chairpersons of committees, as needed, in consultation with other Board members.
- Discusses issues confronting the organization with the Executive Director
- Helps guide and mediate Board actions with respect to organizational priorities and governance concerns
- Reviews with the Executive Director any issues of concern to the Board
- Formally evaluates the performance of the Executive Director and informally evaluates the effectiveness of the Board members
- Performs other responsibilities assigned by the Board

Vice-President

- Serves as successor to the Chair position.
- Is a voting member of the Board
- Performs Chair responsibilities when the Chair cannot be available (see Chair Job Description)
- Reports to the Board's Chair
- Works closely with the Chair and other staff
- Participates closely with the Chair to develop and implement officer transition plans
- Performs other responsibilities as assigned by the Board

Board Clerk

- Is a voting member of the Board
- Certifies and maintains actions taken by the Board when required
- Maintains such other records or reports as required by law
- Signs the minutes of the Board Meeting, following approval
- Signs documents as directed by the Board on behalf of the organization, and all other items which require the signature of the clerk
- Serve as presiding officer in the absence of the President and the Vice-president
- Perform any other duties assigned by the Board

Board Secretary

The Executive Director, or designee, shall serve as the Board Secretary.

- Is a non-voting member of the Board
- Maintains records of the Board and ensures effective management of organization's records
- Manages minutes of board meetings
- Ensures minutes are distributed to members in a timely manner
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

4. Meetings and Training

The Board adopts and makes public, a calendar of meetings and trainings. Typically, key reports and action occur in accordance with the table which follows.

Month of Meeting	Key Reports/Action
July	Safety Plan; Handbook Approval (Employee and Parent); Board Planning and Reflection Workshop
August	Course Descriptions
September	Unaudited Actuals
October	Student Performance Report; SPED Report; EL Report; Advisory Council Report
November	Annual Meeting (elections); Course Descriptions; Audit
January	Board reorganization/Officer elections; Brown Act Board Training
February	Draft Calendar and Key Dates; SPED Report; Advisory Council Report
March	Final Calendar and Key Dates
April	Handbook Revisions (discussion); LCAP Public Hearing
May	Draft budget; Salary Analysis; LCAP Approval; Advisory Council Report
June	Student Performance Report; Final Budget; Executive Director Contract; May Financials

Board meetings, at a minimum, are conducted monthly with the exception of December. In addition, the Board convenes annually for planning and self-evaluation purposes. The Board complies with the Ralph M. Brown Act (Chapter 9 of Part 1 of Division 2 of the California Government Code commencing with Section 54950).

Board meetings are streamed live at each of the school's locations and the public is provided time at each meeting to provide input.

Board training is conducted a minimum of twice annually with one workshop dedicated to open meeting laws.

5. Conflict of Interest

The Element Education Governing Board has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code includes the Form 700 filing requirements for Board members and designated employees in accordance with law. The Conflict of Interest policy has been provided to SDCOE and is on file with the San Diego County Board of Supervisors.

The Board shall comply with the Political Reform Act of 1974 and other conflict of interest laws applicable to charter schools. No more than 49% of the voting members serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by Element Education for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Board member as Board member; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. Voting privilege is lost on this issue as an interested person.

Element Education shall provide the County with a copy of its Statement of Facts, to be filed with the Secretary of State, to notify the County of changes in the membership of the governing body of the corporation.

6. School Administration

The Board employs the Executive Director to have specifically delegated authority in the daily operations of the organization.

The Executive Director will focus on planning, developing innovative programs, staff development, and examining issues of educational leadership and of progress toward meeting the school’s stated standards and goals.

The School Director oversees the daily operations of the Charter School, conducts quarterly Advisory Council meetings, monthly staff meetings, and monthly Leadership meetings. The School Director meets with the Executive Director a minimum of one time per week and makes presentations on school status and achievement to the Board monthly.

The School Director and Leadership (with input from the Advisory Council) work collaboratively with the Chief Business Officer on the annual budget and expenditures. The School Director has autonomy for hiring and termination of personnel, but the Executive Director is the only employee authorized to grant final approval of such decisions.

7. Advisory Council

The Advisory Council is designed to represent the primary stakeholders in the Charter School, including parents, students and staff. The Advisory Council is responsible for making non-binding collaborative recommendations to the School Director with regards to:

- Budget priorities
- Educational program/ instructional strategies

- Charter renewal recommendations
- Academic and instructional policies
- School Calendar
- Annual LCAP update
- Other matters as determined by School Director

The Advisory Council consists of seven (7) to nine (9) members; all of which are voting members. Membership consists of up to five parents, each representing a different region and elected by stakeholders. Other members shall be two (2) students and two (2) Educational Facilitators, representing two different regions and elected by school staff. The School Director serves as the chairperson of the committee and provides reports directly to the Board. The Advisory Council meets a minimum of two times per school-year.

In accordance with the California Public Records Act, Dimensions will comply with requests for publicly available documents and pay the costs of those requests in full.

ELEMENT F: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).*

The Director of Human Resources shall verify and monitor all credentials, livescan results, TB results, and other requirements of employment such as CPR training, automobile insurance, etc.

1. Certificated Staff

Educational Facilitators (EFs) are the driving force behind student success at Community Montessori. Community Montessori shall retain and employ teaching staff that hold California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at Community Montessori and shall be subject to periodic inspection by the County.

EFs shall oversee the academic coursework and student progress as specified in the school's operational policies. The EF's ability to observe and dialogue with the individual enables him/her to support the student's inner developmental timeline while preparing an environment that is suitable, yet challenging. (See **Appendix G: Educational Facilitator Job Description**).

2. Non-Certificated Staff

Community Montessori shall also employ non-certified instructional support staff in instances 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 support capacity. Instructional support staff do not assign grades or approve student work assignments.

All non-instructional staff shall possess experience and expertise appropriate for their position within the school as outlined in the Community Montessori staffing plan and personnel policies.

3. Leadership

Hiring of the Executive Director shall be the responsibility of the Element Education, Inc. Board of Directors. The Executive Director shall possess an Administrative Credential and possess experience in independent study and charter school operations. All other employees, including the School Directors, are hired by the Executive Director and reported to the Board. School Directors who do not possess an Administrative Credential upon hire must enroll in a program with the goal

of obtaining the credential within two years of employment in the position. The Executive Director, among other duties, is responsible for oversight of the corporation's management team.

4. Professional Development

Community Montessori recognizes the need for balance between independent study and direct instruction to meet the demands of the State Standards and intends to meet the requirements of the state while using personalized instructional methods. The Charter School will create a learning ecosystem, in which each organism is interconnected and interdependent. Staff will reflect the practices expected of Community Montessori students – self-directed life-long learning. EFs hone their skills in supporting a constructive learning environment by observing students and other mentors and learning environments. Regular planning and collaboration time is incorporated into employment agreements. In addition, training is provided at the following mandatory meetings:

All Element staff (August)

All School staff (August, December, and June)

All instructional staff (monthly)

Regional staff (monthly)

New Hire Orientation (August)

Due to the high level of expertise required and the varied levels of staff, EFs are expected to set their own goals to extend their professional development beyond that which is provided by the organization. An allowance for professional development expenses is provided for all staff members and may be used at the employee's discretion to meet professional goals. Additional professional development is available with Director approval.

EFs must possess a minimum level of technological skills to be hired. In addition, they are expected to be at an intermediate level by the end of their first year as outlined in the Charter School's Technology Plan.

Technology education is an important component to realizing the mission of Community Montessori, providing students with the tools necessary to succeed in future endeavors. Regardless of where they arrive, when they get there they will be competent digital citizens in our digital world. Community Montessori will make strategic investments in technology to support student learning, staff development, and administrative operations.

In addition, extensive professional development is provided such as, but not limited to:

- Instruction on locating, evaluating, and using information on the Team website to support and enhance learning across the curriculum with technology integration
- Tutorials on the use of systems utilized by the school (Aeries, Google Apps, MS Office, Evernote, etc.)
- Best practices on the use of technology-based tools for differentiated instruction and other interactions with students (video conferencing, online assessments, learning management systems, etc.)
- Training on the operation of equipment used for instruction (projectors, 3-D printers, robots, etc.)
- Resources available for training (online tutorials, conferences, staff mentors, etc.)
- Collaboration across grade levels and disciplines.

Community Montessori shall contract with the High Tech High Credentialing program, which enables teacher candidates from throughout the County to earn an income and put theory into practice to develop necessary skills while earning a credential. Staff seeking administrative credentials shall do so through the SDCOE program.

Element Education is in the process of developing an Element Certification program which consists of four levels of mastery in areas related to the role of the Educational Facilitator. The first level addresses basic skills such as independent study compliance, learning styles integration, educational philosophies, and general curricular options. The EF then moves to levels of proficiency and mastery in every aspect of the job including the use of data to track standards and recognize mastery for enhanced and efficient teaching. By level four, Educational Facilitators are serving as mentors to others, conducting training workshops for the public, and developing innovative programs. The program consists of courses made up of several modules for staff to complete at their own pace.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of students 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 47605.6(b)(5)(G).*

Community Montessori maintains full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts to ensure the safety of all students and staff. An updated copy of the Comprehensive Safety Plan is provided to SDCOE annually. These policies are incorporated into the Community Montessori student and staff handbooks and reviewed on an ongoing basis by the Executive Director, Director of Human Resources, and Governing Board. Community Montessori ensures staff are trained annually on the health and safety policies. The following is a summary of the health and safety policies of the Charter School:

1. Background Checks

Employees and contractors of Community Montessori shall be required to submit to a criminal background check and finish 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. Community Montessori shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The results are monitored by the Human Resources Department and filed in the employee's personnel file. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. Mandated Student Abuse Reporting

All employees shall be mandated student abuse reporters and shall follow all applicable reporting laws. Community Montessori shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

3. Tuberculosis Risk Assessment and Examination

Community Montessori shall follow the requirement of Education Code Section 49406 for tuberculosis risk assessments and examinations (if necessary) of all employees, and volunteers

who have frequent or prolonged contact with students, prior to commencing employment and working with students, and for employees at least once every four years thereafter. If risk factors are identified, a tuberculosis examination shall be conducted to determine the validity of the screening.

4. Immunizations

All students who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

5. Medication at School Functions

Community Montessori shall adhere to Education Code Section 49423 regarding administration of medication at school functions. Community Montessori shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

6. Vision/Hearing/Scoliosis

Students shall be screened for vision, hearing, and scoliosis in accordance with Education Code Section 494550 *et seq.*

7. Oral Health Examinations

Students shall comply with all oral health examinations pursuant to Education Code Section 49452.8.

8. Emergency Preparedness

Community Montessori shall adhere to a School Safety Plan drafted specifically to the needs of the school facilities 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 facility, any existing emergency preparedness plan for the facility shall be used as a starting basis for updating the Plan. The Plan shall be maintained on file for review. Community Montessori staff shall be trained annually on the safety procedures outlined in the plan and emergency response, including appropriate "first responder" training or its equivalent.

9. Blood-borne Pathogens

Community Montessori shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall maintain 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 and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

10. Diabetes

Community Montessori shall provide an information sheet regarding Type 2 diabetes to the parent or guardian of all incoming 7th grade students pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, the following:

1. Description of Type 2 diabetes
2. Description of the risk factors and warning signs associated with Type 2 diabetes
3. Recommendation that students displaying or suffering from risk factor or warning signs associated with Type 2 diabetes should be screened for it
4. Description of treatments and prevention of methods of Type 2 diabetes
5. Description of the different types of diabetes screening tests available

11. Drug, Alcohol, and Smoke Free Environment

The Charter School shall function as a drug, alcohol, tobacco, and smoke free environment, which includes the use of vapor products.

12. Facility Safety and Asbestos Management

Community Montessori shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Community Montessori 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. Community Montessori shall conduct fire drills as required under Education Code Section 32001.

Community Montessori shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

13. Suicide Prevention

Community Montessori shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

14. Anti-Discrimination and Harassment

Community Montessori is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, student birth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Community Montessori shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Community Montessori (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Community Montessori's anti-discrimination and harassment policies.

15. Bullying and Cyberbullying

The school has adopted procedures to prevent acts of bullying and cyberbullying and the California Department of Education (CDE) online training module is available to all employees who interact with students.

ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).*

To create a school community that reflects the diversity of the general population residing within San Diego County, Community Montessori will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Community Montessori will implement a student recruitment and outreach plan that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the County:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the County.
- Provide support to maintain an enrollment balance such as access to diverse literature, courses in cultural studies, and English language support.

Element I: Annual Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).*

An annual independent financial audit of the books and records of Community Montessori shall be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). Costs associated with the audit will be incorporated into the school's budget. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles (GAAP) applicable to the school, and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

Community Montessori will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. In the event there are exceptions and/or deficiencies, the Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Element Education, Inc. Board of Directors with recommendations on how to resolve them. The Governing Board will report to the San Diego County Office of Education how the exceptions and deficiencies have been, or will be, resolved along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Community Montessori is a public record to be provided to the public upon request.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which students can be suspended or expelled. Education Code Section 47605.6(b)(5)(J).*

Each student’s learning plan is determined with learning styles, social emotional competencies, behaviors, academic abilities, and social learning behaviors in mind, and may be adjusted as necessary. All student learning plans and student exit procedures shall comply with state and federal due process requirements, including fair notice and an opportunity to be heard. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Any student who has been suspended from group activities for any period of time is expected to complete assignments in accordance with independent study Education Code.

1. Grounds for Modification to Learning Plan based on Student Behavior

A student may be suspended from group activities for prohibited misconduct which occurs during a school sponsored activity in which the student is engaged in fulfilling a requirement of the learning plan. Students may be suspended from group learning activities when it is determined s/he:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or 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 student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a student enrolled in kindergarten or any of grades K-8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) 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.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened 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 students in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 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, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student 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 student to another student 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 (i) to (iv), 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.
- w) A student 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 student 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)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- y) 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 student had

obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

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.

If it is determined by the Administrative Panel and/or Governing Board that a student has brought or possessed a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, while engaging in a school activity, the student shall be suspended from group activities for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student 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.

2. Procedure for Modification of Learning Plan Due to Student Behavior

Suspensions from group learning 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 School 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 student 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 (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter School officials.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learning plan is modified, the parent/guardian shall be notified in writing of the modification and the anticipated length of time for the modification. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the modifications may be reviewed.

In such instances when the Charter School has determined a modification to the learning plan shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student'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 student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension from group learning will be extended pending the results of a hearing.

3. Student Exit Procedure

The EF or an administrator may exit a student from the school if the student is not:

Meeting the obligations of the Independent Study Agreement
Adhering to the School's rules

In accordance with EC Section 51747 (a), the charter school shall determine the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work. In addition, the charter school shall establish the number of missed assignments that will be allowed

before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study, or whether he or she should consider another school program.

A written record of the finding of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school. (EC Section 5147 (b)).

Students exited from the school are entitled to challenge the decision. Unless postponed for good cause, the hearing shall be held within thirty (15) school days after the School Director or designee determines the student should be exited.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to exit. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student 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 student. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed action is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation of the independent study agreement;
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.

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

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 uphold the action taken by the School Director, or designee, must be supported by substantial evidence. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 student, 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.

Special Procedures for Conferences or 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 student.

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 entity conducting the expulsion 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 entity 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 entity 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity 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 entity 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 public at the request of the student 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.

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

If the Governing Board overturns the action of the School Director, or Designee to exit the student, the student shall immediately be returned to his/her educational program.

Written Notice of Student Exit

The Executive Director or designee, following a decision of the Board of Directors to exit a student from the school, shall send written notice of the decision, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed; and (b) 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 Executive Director or designee shall send a copy of the written notice of the decision to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific offense committed.

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 student shall have no right of appeal from exit from the Charter School as the Charter School Board of Directors' decision to exit shall be final.

Exited Students/Alternative Education

Parents/guardians of students who are exited 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 exited from the Charter School shall be given a rehabilitation plan as developed by the Board of Directors at the time of the action, 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 student may reapply to the Charter School for readmission.

Readmission

The decision to readmit a student shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student will adhere to the obligation of the Independent Study Agreement. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

4. Special Procedures for the Consideration of Learning Plan Modification or Exit of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student'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 student 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 student'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 student'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 student, the conduct shall be determined to be a manifestation of the student'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 student's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, 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 student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the student to the placement from which the student 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 students 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 student 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 student is substantially likely to result in injury to the student 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 in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, 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 student with a disability who violates a code of student conduct.

The Executive 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 IDEA 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 student's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the student.
- c. The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, 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 IDEA-eligible students 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 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.

ELEMENT K: STAFF RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).*

Certificated employees at Community Montessori shall participate in the State Teachers Retirement System (STRS) and shall have access to other school-sponsored retirement plans according to policies adopted by the Element Education, Inc. Board.

Classified employees at Community Montessori shall contribute to social security. In addition, they can contribute to a 403(b) and/or 457 plan up to federal maximums set by the IRS for each calendar year. In addition, Element Education, Inc. will match the employees' 403(b) contributions up to a maximum that is equivalent to the difference between the employer's contribution to social security and the employer's contribution to STRS.

The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all full-time employees. Element Education, Inc. will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

ELEMENT L: DISPUTE RESOLUTION PROCEDURES

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(L).*

Dispute Resolution Process Between Community Montessori and the County

Community Montessori recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Community Montessori is willing to consider changes to the process outlined below as suggested by the County.

In the event of a dispute between Community Montessori and the County, the staff and the Governing Board members of Community Montessori and the County agree to first frame the issue in written format (“dispute statement”) and refer the issue to the County Superintendent of Schools and the Executive Director of Element Education. In the event the County believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Community Montessori requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County 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 County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and the County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall identify two Governing Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet jointly to 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 Executive Director, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Governing Boards of the Charter School and County jointly agree to bind themselves. The costs of the mediator shall be split equally between the County and Community Montessori . 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 County and Community Montessori.

Dispute Resolution Process for Disputes Arising Within the Charter School

Disputes arising from within Community Montessori, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. Community Montessori shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

The County shall not intervene in any such internal disputes without the consent of Community Montessori and shall refer any complaints or reports regarding such disputes to the Governing Board and/or Executive Director of Element Education for resolution pursuant to the school's policies.

ELEMENT M: ADMISSION REQUIREMENTS

Governing Law: Admission requirements of the charter school, if applicable. Education Code Section 47605.6(b)(5)(M).

Community Montessori complies with all laws establishing minimum and maximum age for public school attendance in charter schools as defined in the Education Code. The school is nonsectarian in its programs, employment practices, admission policies, and all other operations, and does not charge tuition nor discriminate against any student on the basis of 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, including immigration status, equal rights, and opportunities in the educational institutions of the state. Admission to the school requires a commitment from students, parents/guardians and/or other concerned adults who may be directly responsible for the child's development (i.e., counselors, social workers). No test or assessment is administered to students prior to acceptance and enrollment into the school, and parent volunteer hours are not required for admission.

Community Montessori admits all students who wish to attend the school, subject to capacity. In accordance with Education Code Section 51747.3, admission will be limited to students living in San Diego and contiguous counties. No student, including those with identified exceptional needs, that was enrolled in a California public school immediately prior to enrolling in Community Montessori may be admitted until the student has formally withdrawn from his/her prior district and has provided Community Montessori with written verification of such withdrawal. In turn, Community Montessori will provide written notification to the prior school in which the student was enrolled.

In accordance with Education Code Section 51745(c), no individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study, unless his or her IEP specifically provides for that participation.

The Charter School accepts students who have been suspended or expelled from other schools. Upon enrollment, a Student Success Team (SST) will convene to discuss the appropriate instructional options for the student.

A written agreement shall be reviewed and signed by the EF, parent, and student each semester. At a minimum, the agreement will include: the manner, time, frequency, and place for submitting a student's assignments and reporting progress, the objectives and methods of study, resources to be utilized, the maximum length of time allowed between the assignment and the completion of

assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

In the event it has been determined that it is not in the best interest of the student to remain in the school, a written record of the finding shall be maintained for a period of three years from the date of the evaluation and shall be placed in the student's cumulative file.

Community Montessori requires all interested students and families to complete and submit a student application form, which consists of basic contact information and grade level. This form may be submitted online or delivered to the administrative office. Staff members are also available to help families who need help filling out the form or have questions. (See **Appendix H: Student Enrollment Application**).

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of records
- Proof of residency

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Community Montessori will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to students as follows:

1. Siblings of existing students of Community Montessori
2. Current employees' students
3. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. Students selected from the waiting list will have a specified time to sign a commitment letter or respond to an enrollment offer email to indicate the student will attend Community Montessori. If the signed commitment letter or emailed acceptance is not returned within the allotted period of time, Community Montessori shall proceed to offer enrollment to the next student on the waiting list. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing/lottery rules, deadlines, dates and times shall be communicated in the application form and on the Community Montessori website. The process will be public, transparent and fair. Parents do not have to be present to secure a spot. An electronic, random number generator will be used to ensure unbiased results. Notification to parents will continue throughout the school year as spaces become available.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for students residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).*

No student may be required to attend Community Montessori. Students who opt not to attend Community Montessori may attend any school in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in Community Montessori will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Community Montessori , except to the extent that such a right is extended by the local education agency.

ELEMENT O: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(5)(O).*

Persons employed at Community Montessori are not considered employees of the County for any purpose whatsoever. No County employee shall be required to work at Community Montessori . Employees of the County who choose to leave the employment of the County to work at Community Montessori will have no automatic rights of return to the County after employment by Community Montessori unless specifically granted by the County through a leave of absence or other agreement. Community Montessori employees shall have any right upon leaving the County to work in Community Montessori that the County may specify, any rights of return to employment in a school district after employment in Community Montessori that the school district may specify, and any other rights upon leaving employment to work in Community Montessori that the County determines to be reasonable and not in conflict with any law.

Community Montessori maintains full responsibility and liability for hiring and retention practices for all employees of Community Montessori. The County does not employ or retain any responsibility for employment of individuals at Community Montessori. Employment at Community Montessori provides no rights of employment at any other entity, including any rights in the case of closure of Community Montessori.

Community Montessori does not transfer sick or personal time off (PTO) to or from another LEA.

Community Montessori does not tenure any employees.

ELEMENT P: 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 student records. Education Code Section 47605.6(b)(5)(P).*

Closure of Community Montessori will be documented by official action of the Element Education, Inc. Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

Community Montessori will ensure parent notification of the School 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 School.

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

As applicable, Community Montessori will provide parents, students, and the County 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. Element Education will store and manage original records of School students. If it cannot store and manage the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

Community Montessori will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Community Montessori, all assets of Community Montessori, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Community Montessori, remain the sole property of Element Education, Inc. and, upon dissolution of the Element Education, Inc. nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned to the County upon closure. 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, Element Education, Inc. shall remain solely responsible for all liabilities arising from the operation of Community Montessori.

As Community Montessori is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Community Montessori, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Community Montessori will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

1. 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 47605.6(h).*

Attached, as **Appendix I**, please find the following projections:

- **Enrollment – ADA**
- **Staffing**
- **Budget Summary**
- **Current and Next Year Budget Detail**
- **21-22 Cash Flow**

These documents are based upon the best data available to the petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

Community Montessori shall provide reports to the San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Community Montessori's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Community Montessori shall provide reporting to the County as required by law and as requested by the County including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card (SARC), and the LCAP.

Community Montessori agrees to and submits to the right of the County to visit and inspect in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, Community Montessori shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County. Community Montessori recognizes the authority of the County Superintendent of Schools monitor and conduct an investigation into the operations of Community Montessori based on complaints by parents or other information that justifies the investigation, pursuant to Education Code Section 47604.4.

Community Montessori will receive its funding directly from the State through the direct funding model. Community Montessori will have its own mailing address, accounts in the County treasury, and bank accounts and is responsible for managing the school's funds.

2. Hold Harmless/Indemnification Provision

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

3. Insurance Requirements

No coverage shall be provided to Community Montessori by the County under any of the County's self-insured programs or commercial insurance policies. Community Montessori shall finance and maintain 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 shall be based on recommendations provided by the County and Community Montessori's insurer. The County Board of Education shall be named as an additional insured on all policies of Community Montessori. Prior to opening, Community Montessori shall provide evidence of the above insurance coverage to the County.

It shall be Community Montessori's responsibility, not the County's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

4. Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).*

Element Education, Inc. will conduct all administrative and business services on behalf of Community Montessori on a percentage basis of all services and support rendered to the school. This support shall include back office, academic, special education, business management, technology, and administrative services provided by certificated and classified personnel located at the corporation's office at 1441 Montiel Road, Suite 143, Escondido, CA 92026. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Element Education, Inc. Board of Directors.

Pursuant to Education Code Section 47604.32, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Community Montessori shall pay the County an oversight fee in accordance with Education Code Section 47613.

5. Transportation

Community Montessori will not provide transportation to and from school, except as required by law.

6. Attendance Accounting

Community Montessori will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).*

Community Montessori shall be operated by Element Education, Inc., 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 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. Community Montessori shall work diligently to assist the County in meeting any and all oversight obligations under the law, including reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Community Montessori.

Further, Community Montessori intends to enter into a memorandum of understanding with the County, wherein Community Montessori shall indemnify the County for the actions of Community Montessori under this charter.

The Element Education, Inc. bylaws shall provide for indemnification of the Board, officers, agents, and employees, and Element Education, Inc. shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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

The Element Education, Inc. Governing Board shall maintain appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX A: DIRECTOR JOB DESCRIPTIONS

Executive Director

The role of the Executive Director is to design, develop, and implement strategic plans for the organization in a cost-effective and time-efficient manner. The Executive Director leads the organization in developing its organizational culture. The Executive Director is also responsible for the management of day-to-day operation of the organization, including managing committees and staff and developing business plans for the future of the organization in collaboration with the board. The Executive Director serves as liaison with all stakeholders represented in the school community and is expected to create and maintain collegial relationships and facilitate collaborative decision-making. The Executive Director will promote the success of all schools and programs with integrity, fairness, and in an ethical manner while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The Executive Director reports to the Governing Board.

Essential Functions

A. Governance

1. Serve as liaison between the Governing Board and the rest of the organization
2. Keep Board informed on operational issues and collaborate on strategic solutions
3. Recommend policies and resolutions for Board approval
4. Communicate support for Governing Board decisions and policies
5. Represent organization at chartering district meetings
6. Coordinate Board training as needed

B. Management

1. Supervise & evaluate corporate staff
2. Adhere to all employment policies and laws
3. Develop and monitor staff recruitment, training, and evaluation procedures of schools
4. Operate schools within board-approved budget
5. Assist in preparation of district, county, and state reports as required
6. Ensure delivery of high quality services while managing for current and future growth
7. Facilitate cross-school collaboration and strengthen internal communications with staff throughout the organization; create and promote a positive, multicultural work environment that supports consistency throughout the organization's strategy, operational methods, and data collection needs
8. Oversee the financial status of the organization including developing long and short range financial plans, monitoring the budgets and ensuring sound financial controls are in place; set financial priorities accurately to ensure the organization is operating in a manner that supports the needs of the programs and staff

C. Public Relations

1. Attend and host a range of events which promote organizational vision and programs
2. Communicate directly with all media outlets, donors, government representatives, etc.
3. Develop and maintain relationships with other educational and non-profit leaders to seek opportunities for partnerships

D. Development

1. Determine target audience(s) and establish programs to meet their needs
2. Monitor academic performance of students and develop plan for improvement as needed

3. Keep abreast of trends, successes, and leaders in education
4. Engage in regular and applicable professional development

Knowledge, Skills, & Abilities

1. Direct experience in school financial accounting (charter school and/or independent study accounting preferred)
2. Strong entrepreneurial work ethic, providing solid team-building leadership and sound financial direction
3. Demonstrated ability in using good analytical and professional judgment, preferably in service to a non-profit or academic/education venue
4. Demonstrated ability in using conceptual, numerical, and analytical skills to solve financial issues
5. Proven results in dispute resolution, conflict management and contract negotiations, preferably at the government level
6. Excellent people management skills with ability to maximize and balance resources, talent, and time
7. Commitment to bottom-line results in support of the educational needs of the students
8. Knowledge of methods, practices, procedures, and operation of payroll record management systems and budget control
9. Strong knowledge of standard computer applications, especially MS Office and MS Project
10. Excellent oral and written communication skills and ability to multi-task
11. Experience with charter school legislation and familiarity with California Education Code
12. Experience with sound finance and business management practices
13. Strong written & verbal communication and human relations skills
14. Good conflict resolution/problem-solving ability
15. Effective time management and project supervision skills
16. Proficient in technology including computers, internet, email
17. Ability to work as part of a team and independently
18. Thorough knowledge of standards, curriculum and resources for grades K- 12
19. Strong organizational skills
20. Understanding of Personalized Learning Model

Requirements

1. Possess a current, Clear or Preliminary, California Administrative Services Credential
2. First Aid/CPR certification
3. Valid TB Test Results
4. Previous Administrative Experience

Salary: \$142,929 - \$199,074

Benefits: Comprehensive benefits package; school holidays

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. Job duties are occasionally performed on electronic mobile and desktop devices. The employee must frequently sit for an extended period of time and is required to occasionally stand and walk. The employee must occasionally stoop, kneel, crouch, and/or lift up to 25 lbs.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

The Executive Director usually works in an office environment, but the mission of the Executive Director may sometimes take them to non-standard workplaces. The Executive Director must be able to travel to conferences, training, and other events as required to acquire and maintain proficiency in fulfilling the responsibilities of the position. The Executive Director works a standard work week, but additionally will often work evenings, weekends, and additional hours to accommodate activities such as Board meetings and representing the organization at public events.

Chief Business Officer

The Chief Business Officer position is a classified, exempt position with Element Education. The Chief Business Officer reports to the Executive Director and is primarily responsible for the Organization's financial and business infrastructure, including but not limited to, budgeting, analysis and planning, tracking revenues, contract negotiations, government reporting and compliance, accounts payable, financial statements, overseeing accounting and auditing procedures and policies, and other functions specific to the non-profit business operations of a charter school.

Essential Functions

Organization Development

1. Facilitate management and long-range planning for business and administrative affairs
2. Develop and manage administrative staff
3. Supervise information systems management

Financial Planning and Analysis

1. Prepare and maintain required government financial reports including monthly profit, loss, and cash flow forecast
2. Complete analysis of financial results and develop recommendations
3. Oversee revenue (ADA) Collections, ConApp, and state funds tracking including special education funding
4. Develop and execute analysis of various business initiatives including, but not limited to, opening new operations, asset acquisition, and new service launches
5. Develop and maintain capital budget
6. Participate in District MOU negotiations
7. Maintain budget in which 80% or more of revenue directly supports student learning

Accounting Activities

1. Oversee preparation of month-end, quarter-end and year-end financial statements
2. Review all month-end closing activities including, but not limited to, general ledger maintenance, balance sheet reconciliations, and organization/overhead cost allocation
3. Enhance and implement financial and accounting systems, processes, tools, and control systems
4. Serve as final point of contact for Accounts Receivable/Accounts Payable issues
5. Serve as a key point of contact for external auditors; manage preparation and support of all external audits
6. Practice Cash management procedures in accordance with the Organization's Fiscal/Operation Control policy
7. Oversee weekly cash management; approve weekly payables; execute check signing
8. Oversee accounts receivable management and provide support to collections activities

Real Estate

1. Manage the organization's real estate affairs consisting of leases and sub-leases with various landlords; negotiate new leases or lease renewals; coordinate with real estate counsel
2. Oversee maintenance of facilities

Accountability and General Administration

1. Prepare monthly payroll including CalSTRS reporting
2. Issue 1099s to independent contractors
3. Manage the organization's insurance program
4. Manage the organization's legal affairs, as necessary
5. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
6. Observe confidentiality
7. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
8. Comply with the Organization's Safety Plan and procedures

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
 2. Seek innovative approaches to self-directed learning and formal training
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Direct experience in school financial accounting (charter school and/or independent study accounting preferred)
2. Strong entrepreneurial work ethic, providing solid team-building leadership and sound financial direction
3. Demonstrated ability in using conceptual, numerical, and analytical skills to solve financial issues
4. Proven results in dispute resolution, conflict management and contract negotiations, preferably at the government level
5. Commitment to bottom-line results in support of the educational needs of the students
6. Knowledge of methods, practices, procedures, and operation of payroll record management systems and budget control
7. Familiarity and commitment to the mission and educational philosophy of Element Education
8. Ability to maintain records
9. Ability to maintain confidentiality regarding parents, families, and staff
10. Ability to remotely and/or virtually perform duties and attend meetings, as needed
11. Ability to exercise emotional maturity when communicating
12. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
13. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
14. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
15. Demonstrate good judgement

16. Ability to establish and maintain effective relationships; be approachable and professional
17. Ability to work independently with minimal supervision; be self-motivated and well-organized
18. Ability to think strategically and independently
19. Demonstrate willingness to help others and foster a cooperative and positive work environment
20. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$121,489 - \$188,470

Benefits: Comprehensive benefits package (FT Only); 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Director of Human Resources

The Director of Human Resources position is a classified, exempt position with Element Education. The Director of Human Resources reports to the Executive Director and is primarily responsible for general human resources and risk management of the Organization.

Essential Functions

Personnel

1. Maintain all personnel records including, but not limited to, benefits enrollment forms, status changes, performance reviews, terminations, and employee statistics for government reporting
2. Recruit personnel by posting positions, responding to interested applicants, offering position to candidates, and processing new hire paperwork; Research and utilize a variety of resources to recruit high quality staff; Maintain job applications and documents
3. Coordinate and conduct onboarding and exit interviews; maintain current and terminated employee files and documents
4. Maintain and update all job descriptions at least annually
5. Update and review job interview questions and interview process, as needed
6. Monitor employee credential status; assist employees in renewal and extension process
7. Acts as agency representative for the intern and induction programs; Maintain training assistance agreements
8. Update and keep current all required documents including, but not limited to, TB clearance and CPR/First Aid/AED certification
9. Act as a resource and liaison for employees
10. Prepare and distribute employment agreements, merit increase letters, and reasonable assurance letters
11. Revise employment manuals at least annually
12. Manage employee benefits program; facilitate open enrollment
13. Manage professional development program and maintain records of employee professional development
14. Assist with payroll processing and compensation monitoring, as needed; Register employees into payroll system
15. Update staff directories
16. Organize annual new hire orientation
17. Manage employee wellness program
18. Assist School Directors and Regional Managers in carrying out their responsibilities on personnel matters
19. Consult with legal counsel as appropriate, or as directed by the Executive Director, on personnel matters

Risk Management

1. Keep up to date on information regarding employment legislation, legal mandates, policies, regulations, and operational guidelines regarding personnel matters; Ensure compliance
2. Update federal and state notices, as necessary
3. Maintain and update safety and emergency plans; Monitor execution of safety and emergency plans; Maintain safety drill log
4. Update emergency binders annually
5. Update Comprehensive Safety Plan, as needed

6. Coordinate staff safety training and CPR/First Aid/AED certification annually; Maintain Safe Schools safety training program
7. Prepare student and employee injury reports for insurance carriers
8. Comply with the Organization's safety plan and procedures

Accountability and General Administration

1. Update and monitor personnel documents on team site
2. Prepare documents for annual audit
3. Update Governing Board Handbook annually
4. Review and make recommendations for improvement of the Organization's policies, procedures, and practices on personnel matters
5. Oversee background clearance for employees and vendors
6. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
7. Observe confidentiality
8. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
9. Maintain and update standard operating procedures manual, as-needed

Public Relations

1. Develop positive relationships with parents and the general public
2. Communicate and support the Organization's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
2. Seek innovative approaches to self-directed learning and formal training
 - Other duties as assigned

Knowledge, Skills, & Abilities

1. Previous experience performing personnel duties for a school or education institution preferred
2. General knowledge of the principles and practices of personnel administration
3. Familiarity and commitment to the mission and educational philosophy of Element Education
4. Ability to maintain records as directed by supervisor
5. Ability to make presentations and provide professional development to staff
6. Ability to maintain confidentiality regarding parents, families, and staff
7. Ability to remotely and/or virtually perform duties and attend meetings, as needed
8. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
9. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
10. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
11. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
12. Demonstrate good judgement
13. Ability to establish and maintain effective relationships; be approachable and professional
14. Ability to work independently with minimal supervision; be self-motivated and well-organized

15. Ability to think strategically and independently
16. Demonstrate willingness to help others and foster a cooperative and positive work environment
17. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's degree in business, human resources, or a closely related field

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, balance, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations. The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

Director of Accountability

The Accountability Director position is a certificated, exempt position with Element Education. The Accountability Director collaborates with the School Directors and reports to the Executive Director and is primarily responsible for promoting student achievement through continuous development, monitoring, and analysis of curriculum, instruction, and assessment.

Essential Functions

Support Student Learning

1. Plan, train for, and monitor all mandated assessments which include, but are not limited to, CAASPP, ELPAC, IReady and Fitnessgram
2. Provide preliminary analysis of California assessment programs, School Performance Reports, college performance/attendance data, SAT and ACT results, and other data collection projects
3. Maintain and monitor budgets for assessment and accountability programs; Review and analyze existing resources to determine the most cost-effective means of collecting, analyzing, and reporting data
4. Develop plan for, and train staff on, school-wide data management system
5. Compile, maintain, analyze, and interpret data, including student achievement/performance data; function as analyst, coordinator, and report writer of data; report and present to the Governing Board, Executive Director, School Directors, and others as directed
6. Produce and support accountability systems, including the College and Career Readiness (Performance Index)
7. Develop and implement alternative methods of student assessment aligned with standards
8. Assist Executive and School Directors in the development of student dashboard to include portfolio assessment; train for and monitor implementation
9. Serve as WASC Self-study Coordinator; Monitor and document progress of WASC action plans; update annually
10. Coordinate and provide curriculum support
11. Analyze and update curriculum, as needed; oversee curriculum selection process for recommended and non-State materials
12. Keep up to date on current trends in the areas of curriculum and instruction
13. Promote student achievement through continuous development, monitoring, and analysis of curriculum, instruction, and assessment

Accountability and General Administration

1. Collaborate with appropriate staff in collecting and evaluating student performance data
2. Assist School Directors in the development and monitoring of Local Control Accountability Plan (LCAP)
3. Maximize the use of information systems to enable regions to work with their own data for increased effectiveness
4. Assist in the production and distribution of data used in a variety of publications, including the School Accountability Report Cards
5. Conduct staff development/training, as needed, in relation to assessment and accountability systems
6. Conduct staff support in instruction through continuous development, monitoring, and analysis via classroom walkthroughs, targeted feedback, and data analysis of student performance

7. Ensure compliance with all state and federal accountability requirements, regulations, and policies
8. Provide and supervise technical assistance, training, and support in the areas of standards, assessment, data analysis, and accountability
9. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
10. Observe confidentiality
11. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
12. Comply with the Organization's safety plan and procedures
13. Maintain thorough and up-to-date Standard Operating Procedures Manual

Public Relations

1. Assists in the communication of information regarding assessments and state and federal accountability programs to parents and community members
2. Maintains close contact with the California Department of Education and San Diego County Office of Education staff for clarification on objectives and policies
3. Develop positive relationships with parents and general public associated with the organization
4. Communicate and support the school's mission, policies, and procedures
5. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director , plan for own career growth and ongoing professional development
2. Seek innovative approaches to self-directed learning and formal training
 - Other duties as assigned

Knowledge, Skills, & Abilities

1. Experience in collecting, maintaining, analyzing, and evaluating data
2. Knowledge of elementary and secondary education curriculum and instruction
3. Knowledge of wide variety of instructional strategies
4. Ability to make presentations and provide professional development to staff
5. Knowledge of multiple methods to assess educational programs
6. Ability to interpret, display, and communicate data, both orally and in writing, in a manner that is understandable and usable to a wide range of audiences
7. Knowledge of federal and state regulations related to instructional assessments
8. Knowledge of data analysis techniques and strategies sufficient for analyzing student data
9. Familiarity and commitment to the mission and educational philosophy of Element Education
10. Ability to maintain records as directed by supervisor
11. Ability to maintain confidentiality regarding parents, families, and staff
12. Ability to remotely and/or virtually perform duties and attend meetings, as needed
13. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
14. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
15. Ability to work under pressure, prioritize, multi-task, and meet deadlines

16. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
17. Ability to demonstrate good judgement
18. Ability to establish and maintain effective relationships; be approachable and professional
19. Ability to work independently with minimal supervision; be self-motivated and well-organized
20. Ability to think strategically and independently
21. Demonstrate willingness to help others and foster a cooperative and positive work environment
22. Ability to accept responsibility and constructive criticism

Requirements

1. Master of Arts Degree in a related field or Administrative Credential
2. Current, Clear, or Preliminary California teaching credential
3. Experience with data management and mandated assessments
4. Experience using alternative assessments with a variety of grade levels and subject areas

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

Director of Special Education

The Director of Special Education is a certificated, exempt position with Element Education. The Director of Special Education directly reports to the Executive Director and is primarily responsible for developing, managing, and implementing Element Education's special education programs.

Essential Functions

Support Student Learning

1. Coordinate IEP development/preparation by gathering input from providers, EFs, and parents; including input in Special Education Information System (SEIS)
2. Order supplementary curriculum-based students' IEP goals, learning styles and needs and assessments and materials needed for Special Education Department in Online Purchasing System
3. Maintain SPED library in Resource Center; collaborate with Resource Manager in the ordering and checkout of materials
4. Set up services according to students' IEPs, assign providers, send and track vendor forms, enter into OPS, send POs, and process invoices
5. Coordinate with Program Managers and Site Testing Coordinators regarding implementing accommodations/modifications in student's current IEPs for statewide assessments
6. Research curriculum and instructional materials and assessment tools; present to Special Ed Department for consideration
7. Conduct monthly Special Education Department meetings to communicate/collaborate regarding supporting student learning, compliance, and accountability
8. Provide support to staff on Special Education laws, curriculum and resources to meet the Personalized Learning needs of students in the Special Education program

Accountability and General Administration

1. Ensure annual provision of Notice of Procedural Safeguards to all parents of students with special needs, and collect documentation of receipt
2. Complete Interim Placements and conduct 30-day review IEP meetings for newly enrolled students
3. Develop Assessment Plans in conjunction with the School Psychologist, send out the plans according to legal timelines, track receipt, assign providers for assessments, compile and distribute assessment reports, upload into SEIS
4. Ensure hearing/vision screenings are conducted for Initial and Triennial IEPs; enter results in SEIS

5. Schedule IEP meetings for all students, send out meeting notices and track receipt
6. Attend IEP meetings for all students as Administrator, coordinating input from all participants
7. Track parent signatures on IEPs, scan/upload into SEIS, copy and distribute copies of IEPs to parents and EFs
8. Maintain student records, including all required Special Education documents; maintain student electronic records (SEIS), affirm/attest all IEPs, upload required documents; copy/distribute completed IEPs
9. Complete a monthly financial audit of all invoices related to SPED; collaborate with Business Office and District in meeting budget; submit monthly EF Stipend Authorizations to business office
10. Ensure completion and distribution of progress reports at semester dates
11. Complete annual secondary data collection for exited high school students
12. Complete Prior Written Notice/annual letter to graduating high school students regarding change of placement/exit from Special Education
13. Complete Special Education Self Review and Coordinated Compliance Review as necessary
14. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
15. Observe confidentiality
16. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
17. Review/update job descriptions for Special Education staff; participate in hiring process for new staff
18. Meet weekly with Element Education's Executive Director to keep abreast of what is occurring throughout school and department, and facilitate collaboration

Public Relations

1. Communicate with current/prior schools of incoming students to request Special Education records upon enrollment
2. Recruit providers (NPAs, vendors, staff) as needed, facilitate contracts with NPAs and business office
3. Serve as a liaison between students, parents, Educational Facilitators, and administrative staff
4. Develop positive relationships with parents and general public associated with the organization
5. Communicate and support the school's mission, policies, and procedures
6. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. Conduct mid-year reviews and year end performance evaluations for Resource Specialists and School Psychologists
 2. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
 3. Seek innovative approaches to self-directed learning and formal training
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curricula in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies

4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Demonstrate willingness to help others and foster a cooperative and positive work environment
18. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree
2. Possess a current Clear Multiple, Single, or Education Specialist California Teaching Credential
3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and

decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings but the majority of the work is conducted in the home office. Other settings include, but are not limited to, student homes, Resource Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

School Director

The School Director is a certificated, exempt position with Dimensions Collaborative, which is operated by Element Education. The School Director reports to the Executive Director and is primarily responsible for serving as the school's educational leader in promoting and implementing the vision of the school. The School Director also serves as a liaison with all stakeholders represented in the school community.

Essential Functions

Support Student Learning

1. Ensure integration of state standards in student learning plans and the provision for appropriate levels of support
2. Ensure a wide range of instructional practices are incorporated into learning plans in accordance with student learning styles and developmental stages (independent reading, internet, field experience, credit by exam, college courses, vendor instruction, resource center instruction, etc.)
3. Work with appropriate staff to collect and evaluate performance data at least quarterly and report to the Executive Director and Governing Board
4. Monitor learning centers through review of schedules, observation of instruction, review of policies and procedures, and collaboration with the Regional Managers to ensure quality student-led learning
5. Ensure a broad course of study is offered to all students
6. Monitor and update, as necessary, a school-wide assessment plan which reflects a wide range of assessments including, but not limited to, CAASSP, ELCAP, portfolios, rubrics, performance-based exams, and criterion-based testing
7. Ensure various forms of technology are utilized for student learning
8. Provide avenues for one-on-one and small group instruction to support learning plans
9. Ensure staff is trained on the use of various forms of technology and commonly used and/or recommended curriculum for student learning

10. Ensure all staff is proficient in the implementation of Common Core State Standards (CCSS) for English-Language Arts, Math, and Science
11. Keep abreast of innovation and education and incorporate as applicable
12. Ensure all students enrolled are being monitored according to their needs and making academic progress
13. Supports and models positive discipline philosophy and practices

Accountability and General Administration

1. Work collaboratively with Regional Managers to ensure Resource Center is well-stocked with effective, varied, and up-to-date materials
2. Direct regular audit of learning records for appropriate learning activities and compliance
3. Keep abreast of state requirements and current trends in the areas of curriculum and instruction
4. Review enrollment procedures for completeness
5. Keep abreast of all changes to Independent Study laws and regulations
6. Ensure compliance with Independent Study regulations
7. Maintain accreditation
8. Work with Executive Director and CBO on development and maintenance of school budget; Make adjustments to staffing programs, or other expenses as necessary to ensure operation within approved budget
9. Review and update job descriptions and handbooks as needed, at least annually
10. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
11. Observe confidentiality
12. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
13. Follow charter document and all formal plans including, but not limited to, the Element Strategic Plan, School Local Control Accountability Plan (LCAP), and accreditation study
14. Manage student enrollment to meet student population target
15. Work with the Director of Human Resources to monitor staff development plans and portfolios
16. Ensure staff engage in formal self-reflection a minimum of twice per school-year
17. Meet with Leadership team and all certificated staff monthly to keep abreast of what is occurring throughout the school, to provide training, and to facilitate collaboration

Public Relations

1. Communicate all activities to the school community through regular written newsletters and/or other forms of communication
2. Work with Executive Assistant to promote school to the community
3. Serve as a liaison between the students, parents, Educational Facilitators, instructors, and administrative staff
4. Review website regularly to ensure it is up to date and contains thorough information
5. Connect with community resources regularly to continually increase the number, diversity, and quality of mentors, activities, and field experience opportunities available to students
6. Seek partners within the community who bring value and support to the staff and/or student learning

7. Creates collegial relationships, facilitates collaborative decision-making, nurtures and sustains the school culture and instructional program, and ensures staff development in a safe, efficient, and effective learning environment
8. Develop positive relationships with parents and the general public associated with the organization
9. Communicate and support the school's mission, policies, and procedures
10. Represent the school and Element Education in a positive and professional manner through regular, professional, and timely communication and actions

Professional and Organizational Development

1. Work with Executive Director to establish annual organization-wide and school-wide goals
2. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
3. Seek innovative approaches to self-directed learning and formal training

*All other duties as assigned

Knowledge, Skills, & Abilities

1. Understanding of the Independent Study Model and laws
2. Knowledge of and experience with current homeschooling trends
3. Understanding of Personalized Learning Strategies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by the Executive Director
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrate ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Demonstrate willingness to help others and foster a cooperative and positive work environment
18. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree
2. Possess a current, Clear or Preliminary, California Administrative Services Credential
3. Phone, internet, and scanner for school business

Upon Hire/Offer

1. First Aid/CPR/AED Certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924 per year

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

* Travel throughout San Diego County required.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, home office, resource centers, and Administrative Office. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Executive Director. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

APPENDIX B: MASTER AGREEMENT (MA) AND PERSONALIZED PLAN AND RECORD (PPR) (SEE SEPARATE FILE FOR SAMPLE PPR)



Community Montessori
Roots in the Community, Wings for the World

/

**Master Agreement for Charter School Independent Study
2020-2021**

Student Name: _____ Student Number: _____

Address: _____ City, State, Zip: _____

EF Name : _____ Birthdate: _____ Grade: _____

This contract is for one semester beginning ____ and ending ____.

Learning Objectives and Work Assignments

Learning objectives, based on CA State Standards and/or course descriptions, are outlined in the Personalized Plan and Record (PPR) at the beginning of each semester and may be adjusted as needed by the Educational Facilitator. Additionally, the PPR reflects work assigned to meet the objectives. **Work samples reflecting progress made on the learning objectives shall be submitted to the Educational Facilitator as completed, prior to each meeting listed below.**

Due Date									
Time									
Location									

Methods of Study and Resources

The school will provide appropriate services and resources to enable students to complete the assigned work in accordance with Education Code Section 51746. Specific methods of study and resources for this student will include:

- Independent Reading (novels, workbooks, articles, textbooks, original sources, e-books, online sources, etc.)
- Online Resources (curriculum, video, blogs, etc.)
- Field Experience (field trips, internships, community service, competitive teams, clubs, job-shadowing, etc.)
- Credit by Exam (exams to obtain high school pass/fail credit)
- Vendor Instruction (provided by private contractors)
- Learning Center Instruction (in person classes, workshops, and tutoring)
- Virtual Instruction (provided by school staff)
- Services in Accordance with IEP (required for special education students)
- Memberships/Subscriptions (periodicals, museums, etc.)
- Other _____

Methods of Evaluation utilized by the Educational Facilitator to evaluate work will include (select a minimum of three):

- Summative Assessments (chapter test, final exam, final draft of writing project, and exhibition, etc.)
- Portfolio (systematic collection of selected student learning experiences and work developed over time)
- Performance-based Exams (exams that relate student performance directly to performance standards)
- Rubric Evaluations (matrices of narrative statements used to evaluate the quality of students' work in relation to the performance benchmarks)
- Criterion-based Testing (progress in specific subject or curriculum areas)
- Response Journal/Learning Log (daily record about learning experiences)
- Observation (oral presentation, demonstration, etc.)
- Interviews (with student, parent, mentors, etc.)
- Other _____

Subject	Course Title K-8
Math	Math
Language Arts	Language Arts
History	History
Science	Science
PE	Physical Education
Elective	
Elective	

Optional Educational Alternative

Enrollment in charter school independent study is an educational alternative chosen by the family. Regular classroom instruction is available through the student's local district. Independent study may not be appropriate for all students

Student's Agreement:

- I voluntarily request participation in this independent study agreement and have read and understand its terms.
- I agree to meet with my Educational Facilitator, at a minimum, according to the dates on the other side of this agreement.
- I will complete all assignments by the dates stated on the face of this agreement and in accordance with the PPR. Furthermore, I will work each day on a minimum of one assignment. Failure to accomplish this minimum goal will result in the following actions:
 - First occurrence: discussion with parent/legal guardian and student about concerns and plan for improvement.
 - Second occurrence: notice from School Director.
 - Third occurrence: An evaluation to determine if it is in the best interest of the student to remain enrolled.
- I understand that plagiarism is illegal and that I must complete my own assignments. Failure to do so may result in immediate dismissal from the charter school.

Parent/ Legal Guardian Agreement

I understand and agree to the above conditions listed under the Student's Agreement, and I agree that:

- I will participate with the EF in the development of the student's learning plan, including goals, objectives, and assignments.
- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the EF.
- I will provide an appropriate environment for the student's study and prepare a study schedule which supports the learning plan.
- I will ensure the student Attendance Log is updated daily.
- I will attend meetings listed on the other side of this document and ensure my child brings all required and completed work.
- I am liable for the cost of replacement or repair for lost or damaged books, computers, software, and other school property.
- I acknowledge that all learning resources used, print, non-print, technology, etc., are property of the school and all materials must be returned to the school upon proper notice or departure from the program.
- In the event of an emergency, I must provide 24-hour notice to request the EF to reschedule. Any meeting cancelled within 24 hours of a scheduled meeting will be considered a missed assignment. Three missed assignments will result in an evaluation to determine if it is in the best interest of the student to remain enrolled.
- I understand that it is my responsibility to provide any needed transportation for my child's meetings and learning activities.
- My student will not be enrolled in any other public school while enrolled at Community Montessori.
- I have the right to appeal any decision about my child's placement in accordance with the charter school's policies.
- If my child has an Individualized Educational Plan (IEP), the IEP must specifically provide for enrollment in Independent Study.
- Resources are determined by the EF in collaboration with the parent and student. EF may use the Social Learning Readiness checklist when determining appropriateness of group learning options.

School Agreement

- The EF will work collaboratively with parent and student in determining assignments which align with the learning objectives outlined in the PPR, as indicated by Ed Code 51747.5.
- The EF will assess student's academic progress and modify the learning plan as necessary to meet student needs within school guidelines.
- The EF will evaluate completed work in a timely manner and provide feedback to the parent and student.
- The School will provide reasonable access to, and loan as appropriate, learning resources needed to complete assignments which directly relate to the objectives outlined in the Personalized Plan and Record (PPR).
- The School will administer state-mandated tests, as required.
- The School will maintain records of credits for each subject earned by students, based on work successfully completed.

Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above and on the back of this form.

Student: _____ Date: _____

Parent / Legal Guardian: _____ Date: _____

Educational Facilitator: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

APPENDIX C: ELEMENT GUIDE FOR STUDENT SUCCESS



Guide for Learning Success

Multi-tiered System of Supports (MTSS) -
a multifaceted approach

Table of Contents

Section	Page
Introduction	3
Depth of Commitment	4
Power Traits	6
Foundational Academic Skills	7
Social Emotional Competencies	8
Positive Discipline	12
MTSS: Tier 1: Universal Supports (All students)	13
MTSS: Tier 2: Targeted Supports (Some students)	16
MTSS: Tier 3: Intensive Supports (Few students)	19
Student Support Team (SST)	21
Appendices:	25

Introduction

Element Education is committed to empowering learners to discover and develop their passions and inspiring the natural desire to explore and learn through choice and flexibility. Each student follows a personalized learning plan that supports their goals in the General Education setting. The independent study model allows for Educational Facilitators (EF's) to utilize a variety of resources and methods, as well as collaboration and reflection with students and parent guides, colleagues, and experts to provide appropriate, effective, congruent, and holistic support for the student.

Element's learning success model is multifaceted and involves a fluid, flexible, and inclusive multi-tiered process:

Tier 1 - **Universal** supports **all students** receive.

Tier 2 - **Targeted** supports for specific skills **some students** need.

Tier 3 - **Intensive** support provided for the **few students** who have not sufficiently benefited from Universal and Targeted supports.

With students as part of the collaborative circle, personalized plans are created to help each student design their own journey through the development of *skills and mindset for both independent and group learning*. The educational environment is different for each student based on their goals, needs, and skills. Skill gaps are identified and monitored using instructional strategies, resources, and assessments.

It is our belief the development of social-emotional and behavioral competencies should not be viewed as separate from, or in addition to, academics, but instead are interwoven and directly correlate with learning success. Students' mental health impacts behavior and overall well-being and is a catalyst for learning. All students complete a social-emotional competencies assessment and are supported by staff who have been trained in Positive Discipline. Universal supports include social-emotional learning (SEL) curriculum designed for home study (i.e. Connection Zoo) as well as health and fitness.

We believe for children to benefit from learn academics in a group, they need to know how to socially navigate the group. Students lacking foundational social, emotional, and cognitive skills have a more difficult time processing information, experiences, and interactions in the group environment. This can lead to discouragement and contribute to a student acting out, avoiding, or shutting down. Recent research in brain development has shown that a child's ability to cooperatively interact with others, appropriately identify and manage feelings, and carry out basic tasks independently are as important for learning success as academic skills because they make academic learning possible. While discouraging interactions can shut down the brain's ability to learn academics, positive interactions build the neural pathways required to absorb new information. In small steps, children learn to rewrite their story. For

example, when children understand the role of the brain's limbic system in creating a "flipped lid" which can block rational thinking and learning, they can understand why it is important to learn and practice strategies to self-calm. As such, they are given the knowledge and strategies to regulate emotions and social interactions to access learning.

Through meaningful work, students build confidence, a sense of belonging, and significance. With strong social-emotional skills, students move away from dependence on adult-driven procedures and routines and are better able to rely on their own skills and motivation. They come to embrace autonomy provided them and develop personal leadership and a desire to serve others.

Several tools are used to provide formative assessment to gauge the three areas of self, social, and learning skills. Results are used to develop a plan for growth and track student progress. Through the process, adults and students alike, focus on what is important, executing specific steps or strategies and making conscious decisions to use the skills in appropriate situations. In addition to these assessments, and when deemed necessary, parent, student, and/or staff surveys are used to identify gaps in the educational program be it resources, staff training, parent training, etc.

Depth of Commitment

Students become agents of their learning from day one at a developmentally appropriate level. In addition to laying out learning objectives, students consider the Depth of Commitment (DOC) for each area of study. Having a conversation around DOC principles supports a learning environment that engages students in developing ownership and, ultimately, agency. DOC puts the responsibility for grades received on the student, and the pressure of being compared to others is removed.

Within their Personal Learning Network (PLN), students receive mentorship/coaching to move toward goals, including level of commitment to courses. Level of commitment may vary per course. Students choose learning activities that work best for them. Assignments and standards are agreed upon ahead of time, so students know what to expect.

The Educational Facilitator (EF) personalizes the learning plan based on students' needs by use of guiding questions, thus instilling a sense of trust, respect, and empowerment. As confidence increases, self-awareness is enhanced allowing students to grow as contributing citizens. Adult guides may then support by advising, creating a heart connection, and celebrating the student.

Criteria for Success

- Collaborative learning team for each student
- Student involvement in developing criteria, providing options to show learning
- Resources and guidance on finding safe online resources
- Students progressing at their own pace
- Ability to re-work assignments until criteria is met

Mindset for Success

- Objective is to learn the material versus moving through the curriculum
- Every student can get a minimum of a C grade when they are involved in the process
- Growth mindset focused on progress
- Flexible semester requirements
- Adults model behaviors and attitudes expected of students

Coach for Success

- Focus on solutions by asking questions
- Take the pressure off by engaging in a conversation and hearing the need
- Discuss success consistently to grow student ownership
- Respond to the situations by considering the need being revealed
- Celebrate each steppingstone no matter the size as each step matters

Guiding Question Samples

What are you curious/interested in knowing more about? What do you find helps you to learn and show your learning? How did you feel about that assignment? What do you need from me? What choices would you make right down regarding your learning goals?

Were you challenged? What are thoughts about being challenged?

Bronze / C Level: Get the Facts — Basic Information (Learn facts and basic information)

Read, listen, or view subject matter material (Lectures, Literature, Textbook, Primary Sources, other)

Activities to consider:

- complete quizzes/questions
- draw picture presentations
- oral presentation of notes

To earn Bronze or C Grade:

- score 100% on quizzes, OR
- demonstrate knowledge of 10-15 facts in oral presentation, drawing, or video clip recording, OR
- other agreed upon criteria

Silver / B Level: Do a Project — Experience (Complete projects and engage in experiences)

Deep dive into chosen, and agreed upon, content matter

Activities to consider:

- drawing — original, at least 11 inches x 17 inches, on drawing paper or poster board
- song — original, at least 5 stanzas
- video — original, at least 5 minutes in length
- digital display- PPP, Prezi, other
- written report — at least 5 paragraphs
- craft — 2-3 craft-builds with accompanying commentary - oral presentation of notes, or written

To earn Silver or B Grade: (must also complete C Level criteria)

- tell about the strengths and weaknesses of 3 characters related to the topic
- tell about 3 events related to the topic, including pertinent dates
- show 3 problems that the characters encountered and how they solved these problems
- other agreed upon criteria

Gold / A Level: Make Connections — Research (Make connections and apply learning)

Expand on project by connecting to current events

Activities to consider:

- Choice from project list in Silver level and double criteria
- Attend field experience and present experience on agreed upon criteria
- Participate in community learning opportunity and present experience on agreed upon criteria
- Complete a community/business related internal project

To earn Gold or A Grade: (must also complete C & B Level criteria)

- show 3 ways in which the events of this topic are affecting your life OR
- show 3 ways in which the events of this topic are related to a current event
- choose one of the characters and research his or her life
- other agreed upon criteria

Power Traits

Element schools integrate Common Core State Standards into a Personalized Plan and Record (PPR) along with student learning styles as measured by a research-based Power Traits assessment. The major components of the learning styles model are: Dispositions, Modalities, Interests, Talents, and Environment. Dispositions are what we show the world, or how the world sees us. They are an aspect of us that is more inborn than developed. Modalities refers to the modes or senses through which people take in and process information. There is more to modality than simply labeling a person auditory, visual, or kinesthetic. Interests are in the forefront of the student's mind and are viewed separately from talents. Pursuing interests provides a counterbalance to daily stress-creating activities. Talents are done with ease, can remain dormant if not developed, and have an underlying effect. Environment incorporates sound, body position, interaction, lighting, temperature, food, color, and time, all which can change depending on the task at hand and other situations.

The text, *Discover Your Child's Learning Style*, is available for loan and to parents who attend workshops.

Power Traits Assessment

The Power Traits assessment is completed online and covers five aspects of learning styles.

Students, as well as the primary parent guide, complete the assessment upon enrollment. Reflection on results takes place at the initial meeting. Consideration is given to differences in dispositions and preferences within a household. Discussion includes the celebration of, and respect for, the strengths of each person.

An Observation Assessment is available for students who are not yet able to ready at a level required to complete the online version.

Foundational Academic Skills

In the journey toward self-determined learning, it is crucial for students to master certain foundational skills such as time management, note-taking, research, exam preparation and completion, goal-setting, inquiry, decision making, investigation, reasoning, and self-awareness. The following assessments gauge levels of literacy, numeracy, scientific, and analytical thinking essential to building those skills.

The California Assessment for Student Performance and Progress (CAASPP) are state designed and mandated assessments and include:

Smarter-Balanced Summative Assessment for English-Language Arts and math

- Grades 3-8, and 11

- Administered online with a qualified proctor

- Exemptions are those who qualify to take the California Alternate Assessment (CAA), have been designated as an English learner and is within the first 12 months of enrollment, or have a parent who has expressed in writing the student should be excluded. -With few exceptions, Element students are required to attend a learning center to complete the assessment.

California Alternate Assessments (CAA)

English-Language Arts and Math

- Grades 3-8, and 11

- Individually administered to students who have an individualized education program (IEP) that indicates the use of an alternate assessment on statewide assessments.

Science

- grades 5 and 8 and once in high school

California Science Test (CST)

- Grades 5, 8, and once in high school

English Language Proficiency Assessments for California (ELPAC)

- determines English proficiency for those whose primary language is not English

- K-12

- two assessments (Initial and Summative)

iReady

Developed by Curriculum Associates, serves as a comprehensive assessment for English-Language Arts and Math. In addition, instruction is available which aligns with the results of the diagnostic results. All students in grades 3-8 are expected to complete the assessment so results can be used to provide a personalized learning plan.

Social Emotional Competencies

Social-emotional learning is not a program. It is the thread of beliefs and agreements interwoven throughout the entire school culture. Just as students must develop foundational academic skills before higher-order skills, social-emotional and behavioral skills require scaffolding through modeling, experiencing and practicing. Our Learning Success Model includes embedded measures which includes analysis and use of data to address student needs in these domains:

1. **Self-Awareness and Management - Ability to accurately recognize one's emotions and thoughts and their influence on behavior as well as assess one's strengths and limitations. Possesses a well-grounded sense of confidence and optimism. Sees self as belonging to, and responsible to the community. Is self-motivated with strong goal-setting and organizational skills. Has skills for self-regulation and managing stress.**

Level 1: Able to identify emotions and antecedents

Level 2: Able to identify strategies for self-regulation

Level 3: Utilizes self-regulation strategies to return to executive functions (cognitive control functions needed when one must concentrate and think, when acting on one's initial impulse would be ill-advised. Core executive functions include cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reason, and planning).

2. **Social Awareness and Relationship Skills - Ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, understand social and ethical norms for behavior, and recognize family, school, and community resources and supports. Ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Communicates clearly, listens actively, cooperates with others, resists inappropriate social pressure, negotiates conflict constructively, and seeks and offers help when needed.**

Level 1: Honors others' emotions and life experiences

Level 2: Able to build relationships

Level 3: Able to resolve conflicts

3. **Learning Engagement and Decision Making – Ability to make constructive choices about personal behavior and social interactions in line with social agreements, civility expectations, and safety standards. Conscientious in the identification and solving of problems through reflection and analysis. Accountable for own learning as evidenced by taking initiative, working independently, and reflecting on growth.**

Level 1: Aware of value of academic foundational skills and motivation (mastery, autonomy, purpose, interest, talent)

Level 2: Able to identify needs and strategies to persevere under less than ideal circumstances

Level 3: Able to take the initiative in planning, implementing, and evaluating own learning needs and outcomes, with or without the help of others.

Social-emotional Competencies (SEC) Assessment

Developed by Element Education to reflect its mission and model, this assessment addresses how a learner sees and feels about himself, his relationship with others, and learning. Students are invited (with parent permission) to complete the assessment, and a parent version of the same questions is encouraged for comparing perspectives. The survey can be done as warranted throughout the year to raise awareness of areas for skill building and encouragement by EF and parents. Results may be incorporated into the Personalized Plan and Record. The assessment is completed online; a paper assessment is available if necessary for parent and student participation. The EF then enters the results into the online version.

Results of the assessment may indicate a need for modified or delayed group learning.

Group Learning

As social beings, humans need skills to function in communal life. For students, fundamental skills are required to successfully function in the group learning environment. Social-emotional competencies are learned through modeling and interactions with adults and peers that invite a sense of belonging and significance, and which lead to mastery and autonomy with a sense of purpose. A Discipline Policy and Discipline Protocols are outlined to aid in consistent and meaningful practice of supporting students in group learning environments.

Fundamental skill areas for group learning include:

Resiliency. Reflection, self-management (awareness, self-regulation), self-discipline, courage, optimism

Relationship. Connection, empathy, respect, communication, cooperation, contribution, problem solving, interdependence

Responsibility. Capable, accountable, self-directed, shared leadership, independence

The Social Learning Readiness (SLR) Checklist is designed to assist Educational Facilitators, parents, and administrators in determining whether group instruction offered at a School resource center is an appropriate option for the student. The SLR Checklist focuses on essential skills that needed to actively and meaningfully participate in a social learning environment. Two components considered when evaluating appropriateness are the *skills of the student* and the *learning environment*. Thorough assessment in academic, communication, and social cognition skills are necessary to ensure that student abilities, goals, and resources are aligned. In some cases, students may be ready for some social learning situations while not ready for others. In addition, a student may appear to possess the required skills but still not be successful in the social environment, in which case the learning plan will be modified accordingly. To meet individual needs, we offer various levels of instruction at our resource centers.

Universal, Tier 1 Supports. Students are exposed to formal and informal opportunities to develop social-emotional competencies. These include scaffolded lessons, community building through class meetings, and one-on-one and small group interactions with adults and peers.

Targeted, Tier 2 Supports. Additional focus is given to students with inconsistent use of social-emotional skills through strategies that bring encouragement, increase communication and problem solving, and build empathy. This may include parent/guardian support for the home learning environment.

Intensive, Tier 3 Supports. Students who lack sufficient social-emotional skills to find success in a group learning environment are provided supports for working at home. The appropriate school staff (i.e. Educational Facilitator, Student Support Manager, Behavior Counselor) works with the parent and student to design a plan which is incorporated into the Personal Plan and Record (PPR). Parents are also supported through workshops and one-on-one mentoring. Opportunities for peer interaction in small groups are encouraged.

The appropriate school staff (i.e. Educational Facilitator, Student Support Manager, Behavior Counselor) works with the parent and student to design a plan which is incorporated into the Personal Plan and Record (PPR) to work on the following:

***Cooperation** – able to empathize and get along during group activities. Disagree politely. Make an apology. Accept “no” as an answer.

First/then Contingency:

First, I do something expected of me and then I get... (i.e. first I need to clean up, then I get a snack).

Sit and be on task for short periods of time (sit during snack, wait in a line, sit in class meeting).

Permitting peers and adults in their space

Willing to engage with others

***Self-Regulation**

Listen Attentively and Follow Instructions:

From both the teacher and from peers. Be able to follow quickly and without negative behavior.

Look at person and remain quiet while listening

Wait until the person is finished talking before speaking

Respond to the person (head nod, “okay,” etc.)

Regulate emotion and attention to effectively engage and accomplish goals

Confidence – feeling good about self and relationships with others. (self-efficacy)

Possessing Academic tenacity (success comes with effort and hard work)

Feels sense of belonging

Know how to greet others.

Look at the person

Use a pleasant voice

Say hello (or other pleasant greeting)

Independence - Able to choose an activity, engage with it appropriately, and clean up a move to the next activity.

Agency: ability to act with autonomy and advocate for oneself in service of individual values and goals – individual decision-making and autonomous actions.

Identify and pursue goals successfully

Use the world to accomplish goals with inquiry and flexibility

Define own contributions to the world

Curiosity – a thirst for learning, able to engage in novel or unusual activities and materials

***Communication** – able to express ideas and feelings as well as share knowledge about the world. Know how to ask for help in appropriate manner.

Imitation:

Watching others and copying their actions, with and without instructions. (i.e. other students are walking to the door, can he copy them and follow along without pushing or lollygagging or the teacher demonstrates a task and being able to copy the multiple steps).

The first part of a school year is spent on assessing social skills and communicating expectations to set the dynamics of the group. Once there is a basic understanding and agreements are in place to provide a sense of safety and belonging, students are more able to concentrate on academics. (Maslow before Bloom). Children lacking the appropriate skills will struggle and likely have experiences which make matters worse. Many children prefer to be alone and putting them into a social environment may cause them to crawl back into their shell and result in doing more harm than good.

Removing them from the social environment to provide 1:1 attention to build these skills will result in faster and long-lasting success to transition the child to the social learning environment with peers. Students need positive experiences outside school activities to build confidence and skills for success within the school activities.

Self-Reflection:

What emotions did I feel today? What triggered them? How did I manage them?

In what ways did I see other people's perspective today? How similar/different were they?

Did I handle the different perspective with empathy, or judgement?

Positive experiences to counterbalance adverse ones.

***Problem-solving skills**

Positive Discipline

Positive Discipline ("PD" - <https://www.positivediscipline.com/>) is Element's model for social-emotional learning, group leadership, parent education, and discipline, as it aligns with Element's philosophy of supporting students to develop mastery and autonomy with a sense of purpose. This world-renowned program promotes self-discipline, intrinsic motivation, mutually respectful relationships, and socially useful belonging and significance. Using Connection before Correction, Kindness and Firmness together, Focusing on Solutions, understanding the Belief Behind the Behavior, and Encouragement for both children and adults, PD tools help students develop social-emotional and life skills long term.

Five Criteria for Effective Discipline. Recent discoveries in neuroscience show that children are "hardwired" from birth to connect with others, and that children who feel connected to their family, school and community are less likely to demonstrate misbehaviors. PD uses the following criteria for effective "discipline that teaches" (vs. punishment/rewards):

- 1. Helps children feel a sense of connection.** (*Belonging and Significance*)
- 2. Is mutually respectful and encouraging.** (*Kind AND firm at the same time*)
- 3. Is effective long-term.** (*Considers what the child is thinking, feeling, learning, and deciding about him/herself and the world - and what to do in the future to survive or to thrive.*)
- 4. Teaches important social and life skills.** (*Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school and larger community.*)
- 5. Invites children to discover how capable they are.** (*Encourages the constructive use of personal power and autonomy.*)

Staff and Parent Training. Staff receive training in PD for the self-directed learner, and for creating classroom communities of shared ownership (vs. teacher control) which invite cooperation and mutual problem solving through class meetings. *Parenting* seminars are offered throughout the year to support parents and caregivers with skills for leadership, encouragement and developing mutually respectful relationships in the home. Using the same tools and language brings consistency for students across all learning environments.

Unique Characteristics of the Positive Discipline Model. PD uses experiential activities, role plays and discussions for participants to learn "from the inside out," to see the world through the student's eyes, to discover their inner wisdom, to practice new skills, and to build support among adults.

Element Education is a "Positive Discipline Lab School."

Element has participated since 2018 as one of about twenty schools worldwide to pilot the Positive Discipline Association's Lab School project (<https://positivediscipline.org/lab-schools>). PD Lab Schools are recognized for their intention to broadly implement PD throughout the entire organization to co-create a culture of mutual respect and collaboration which supports student success.

Element Education Multi-Tiered System of Support

Tier 1 (Universal Support- All Students)				
Description	Curriculum and Resources	Evidence Used for Determination	Documentation Required for Compliance	Student Support Team Members
<p>Universal support for all students</p> <p>Grade level academic standards, and developmentally and socially appropriate behavior</p>	<p>Personalized Learning Strategies</p> <p>Self-Portrait Power Traits: Chart of Dispositions</p> <p>Positive Discipline for SEC</p>	<p>Learning Success: Self-Portrait Power Traits Assessment</p> <p>Depth of Commitment</p> <p>Social Emotional Competencies Assessment (SEC)</p> <p>Math Assessment: Resource based assessment (TK-1)</p> <p>i-Ready (2-12)</p> <p>MDTP (8th-12th)</p> <p>Reading Assessment: CORE (TK-1)</p> <p>i-Ready (2-12)</p> <p>CAASPP Scores ELPAC Scores</p> <p>Aeries "Programs" (504, IEP, EL)</p> <p>Cumulative File (SST, Grades, Health Records)</p>	<p>PPR</p> <p>Work samples</p>	<p>Student</p> <p>Parent</p> <p>EF</p> <p>Peer</p> <p>Regional Manager</p> <p>Student Support Manager</p> <p>Behavioral Counselor</p> <p>Learning Center Instructor</p> <p>Academic Counselor</p>

Tier 1 -Universal Support

All Students

1. Description

Universal support for all students-

Student is working towards grade level academic standards, and displays developmentally and socially appropriate behavior. Personalized learning strategies are selected from the Self-Portrait Power Traits Assessment: Chart of Dispositions as well as team collaboration. (Student, Parent, EF) Students receive training in Social Emotional Competencies using the Positive Discipline model.

2. Evidence

Initial assessment of the student's current level is determined by results and information provided by the following resources, as applicable:

- Learning Success (LS)

The Self-Portrait Power Traits Assessment is completed online by students (4-12) who can complete it independently. An observation download form is available for parent to complete for younger students (TK-3), or those otherwise incapable of completing independently. The results provide a picture of the student's dispositions, modalities, interests, talents, and environment.

- Social Emotional Competencies (SEC)

The Social-Emotional Competency Survey is an in-house electronic assessment completed by the EF before the end of LP2. Parents can also be invited to complete the form, and there is a version that can be completed by older students.

- Math

TK-1 resource-based assessments can be used by EF per Math Assessment Plan schedule. 2-12 will complete i-Ready online assessment three times per year.

8-12 will use the MDTP online placement assessments at the beginning and/or end of the year, as needed.

- Literacy

TK-1 will be assessed using the CORE Assessing Reading: Multiple Measures, per Reading Assessment Plan schedule.

2-12 will complete i-Ready Diagnostic online assessment three times per year.

- California Assessment of Student Performance and Progress (CAASPP)

Composed of the Smarter Balanced online summative assessments. Grades 3-8 and 11 participate in the ELA/Literacy and mathematics components. Grades 5, 8, and one year in high school participate in the CA Science Test (CAST).

- English Language Proficiency Assessment of California (ELPAC)
The Initial ELPAC is given when it is necessary to identify a student as an English Learner. The Summative ELPAC is administered each spring for all EL students.
- Special Programs
EF to view Aeries for possible special programs students may be participating in, such as an IEP, 504 Accommodation Plan, English Learner (EL), other.
- Cumulative File
One file is maintained for every child from the date of entry into a formal education system. The file is transferred between schools as the child transitions from one to another. EF to view for reports from prior years in same and previous schools. *SST reports, documented observation, report card, health records, etc.*

3. Documentation

- PPR
The Personalized Plan and Record is created at the initial meeting of each semester and is created by integrating Common Core Standards (or course description standards for high school) with the student's Learning Success Power Traits.
- Work samples
Student work is reviewed each learning period (LP) with samples from each subject being collected six times per year for K-8, and each LP for high school.

4. Support Team

At the very least, the Team consists of the student, parent, and Educational Facilitator. Other support may be offered by additional general education sources.

- Student
- Parent
- EF
- Peer
- Administrator
- Student Support Manager
- Behavioral Counselor
- Learning Center Instructor
- Academic Counselor

5. Action

Instructional methods and materials are selected which best meet the student's LS Power Traits, abilities, social-emotional readiness, and goals. This may involve using more than one curriculum or adjusting instruction during the semester.

Tier 2 (Targeted Support- Some Students)				
Description	Curriculum and Resources	Evidence Used for Determination	Documentation Required for Compliance	Student Support Team Members
<p>Targeted support for identified students needing General Education interventions in an inclusive setting</p> <p>Academics are below or above grade level standards; discouraged behavior observed</p>	<p>General Education Interventions</p> <p>Math: iReady (K-12) Key 2 (4-12)</p> <p>Reading: iReady (K-12) Explode the Code (K-4) Reading Horizons (K-3)</p> <p>Writing: Learning Without Tears (K-5) Time4Writing (2-12) Learning Success Writing Kit (2-7)</p> <p>SSA services/Tutoring</p> <p>Learning Success: Growth Mindset (Reframing) Support Videos Learning Success Coach Consult</p> <p>Positive Discipline: PD Tool Cards PDSC Teacher's Guide Parent Education • Behavioral Counselor Consult</p>	<p>In addition to Universal Evidence:</p> <p>Math, Reading, and Writing:</p> <p>Progress reports connected to interventions Missing Assignment Report</p> <p>Behavior:</p> <p>Mistaken Goal Chart and clue form Incident Report</p> <p>Service Log</p> <p>Power Traits Solution Form</p> <p>Parent Input Form</p> <p>Other: Medical or Clinician Diagnosis (parent provided)</p>	<p>In addition to Universal Documentation:</p> <p>MTSS Dashboard</p> <p>If Applicable: Pre-SST Action Plan 504 Plan</p>	<p>In addition to Universal support members:</p> <p>School Psychologist Resource Specialist Student Support Assistants School Director Other Administrator</p> <p>Note: Communication with SPED is facilitated by Student Support Manager</p>

Tier 2 – Targeted Support

Some Students

1. Description

Targeted support for some students- Student struggles to achieve grade level standards and/or behave in a developmentally appropriate manner. Targeted general education interventions are used in an inclusive setting to support growth. See Curriculum and Resources column under Targeted Support for general educational interventions.

2. Evidence

In addition to Universal Evidence:

- **Progress Report (MTSS Dashboard)**
Data provided by EF after using a targeted intervention for 6-8 weeks

- **Missing Assignment Report**
Created by EF when student and parent fail to meet and/or provide required work by designated time

- **Incident Reports**
Reports completed by Learning Center staff when a reportable incident occurs at a learning center or school related activity

- **Mistaken Goal Chart and Clue Form**
A Positive Discipline tool

- **Service Log**
A log showing support given, including frequency, concepts and progress.

- **Power Traits Solution Form**
A deeper look to find clues to meet learning needs.

- **Parent Input Form**
Documents parents concerns and desired goals.

- **Clinician Diagnosis**
A report provided by parent from a private clinician

3. Documentation

In addition to Universal Documentation:

- MTSS Dashboard
Pre-SST Action Plan

- 504 Request
504 Evaluation Results
504 Accommodation Plan (if applicable)

4. Support Team

In addition to the Universal Support Team, one or more of the following may be added:

- School Psychologist
- Resource Specialists
- Student Support Assistant
- School Director
- Other Administrator
- Other

5. Action

A Pre-SST(Student Support Team) meeting may be conducted in which the EF collaborates with other members, including the student if appropriate, to review all evidence. An action plan is developed which includes academic and/or behavioral interventions.

Tier 3 (Intensive Support- A Few Students)				
Description	Curriculum and Resources	Evidence Used for Determination	Documentation Required for Compliance	Student Support Team Members
<p>Intensive support is for a few students identified needing specialized instruction</p> <p>May qualify for SPED</p> <p>Academics are below or above grade level standards and no progress is being made; continued discouraged behavior observed</p>	<p>Specialized instruction, resources, or strategies directly related to the student's academic and/or behavior goals.</p>	<p>Showing insufficient progress in evidence outlined in Tiers 1 & 2</p> <p>Psychoeducational Evaluation (SPED)</p>	<p>In addition to Universal and Targeted Documentation:</p> <p>SST Action Plan</p> <p>IEP</p> <p>Collaboration log</p>	<p>In addition to Universal and Targeted members:</p> <p>Speech</p> <p>OT</p> <p>Other</p>

Tier 3 - Intensive Support

A Few Students

1. Description

Academics are below or above grade level and no progress is being made; and/or continued discouraged behavior is being observed. Specialized instruction, resources, and/or strategies are needed to address student's goals. Some students may have an IEP at this level.

2. Evidence

Insufficient progress as outlined in Universal and Targeted:

- Psychoeducational Evaluation (SPED)

3. Documentation

In addition to Universal and Targeted:

- SST Action Plan
- IEP
- Collaboration Google Doc

4. Support Team

In addition to the Universal and Targeted Support Team members, one or more of the following may be added:

- Speech
- OT
- Specialized Academic Instructor (SAI)
- Other

5. Action

A Student Support Team (SST) meeting, or IEP meeting, may be conducted to review all evidence. Goals are developed which include intensive academic and/or behavioral interventions.

The Student Support Team

General Process

The Student Support Team (SST) is a general education function which serves as a positive, team-oriented approach to support students. The goal is collaboration and early identification and intervention to design a support system for students

having difficulty with academics, behavior, health, attendance, or other school-related issues.

The process begins with collaboration between the Educational Facilitator (EF) and all other members of the Universal team. A personalized plan is created and implemented with each student. Should additional support be required, the EF, Parent- Guide, and Student Support Manager hold a Pre-SST meeting to discuss Targeted, and/or Intensive support.

The EF submits an electronic copy of the MTSS Dashboard to the Student Support Manager.

The Student Support Manager will create a shared staff folder to submit documentation.

The Pre-SST meeting is then scheduled and facilitated by the Student Support Manager. The meeting begins with introductions, purpose of the meeting, discussion of strengths, and specific concerns. Quantitative and qualitative evidence are presented and discussed. An Action Plan is developed which may include a follow-up meeting, and, if needed, referral for an SST with additional members.

If a formal SST is conducted, the Student Support Manager submits the signed Action Plan to the Registrar's office to be placed in student's cumulative file.

If a follow-up SST meeting was scheduled, the Student Support Manager sends a reminder of the date and time to all members of the team.

The Student Support Manager schedules regular check-ins with the EF to monitor progress, provide additional support, and/or schedule another SST meeting, if necessary.

Student Support Team Members and Roles

Student Support Team members work collaboratively to develop a support plan and will vary depending on the needs of the student. Typical members of the SST include:

- Student (when appropriate)
 1. Share perspective regarding strengths, interests, goals and any concerns

- Parent Guide (helps learner overcome obstacles and stay on track; adjusts learning plan as student needs, interests, and goals change)
 1. Share perspective regarding student strengths, interests, struggles, and concerns
 2. Share developmental history, contributing factors, etc.
 3. Share interventions implemented in the home
 4. Share parent concerns and perceptions
 5. Share responsibility in implementation of the action plan with team members

- Educational Facilitator (long-term relationship with learner; helps identify areas for growth, awakens learner’s inner potential; point person for personalized plan and record)
 1. Implement Universal, and Targeted, and Intensive supports (as needed)
 2. Discuss need/evidence for SST Referral
 3. Complete Electronic SST Request Form and submit to Student Support Manager for approval
 4. Compile evidence
 5. State concerns in observable and measurable terms
 6. State expected behavior – academic, attendance and/or social-emotional
 7. Share responsibility in implementation of the action plan with the parent-guide, and other SST members (as needed)

- Student Support Manager
 1. Review SST Referral
 2. Create shared staff Google Folder
 3. Schedule meeting (Follow-up to ensure all members are invited and have responded)
 4. Facilitate meeting
 5. Monitor team management of the plan

- Administrator
 1. Review SST Referral Packet
 2. Observe student, review evidence
 3. If SST is appropriate, submit packet to Student Support Manager via email
 4. If SST not appropriate, support EF and Parent Guide in implementation of additional strategies and interventions

- Specialists (Resource Specialist, School Psychologist, Behavioral Counselor, Peer, SAI, SSA)
 1. Share results of assessments, observations, etc.
 2. Offer suggestions based on area of expertise and experience with student
 3. Share responsibility in implementation of action plan, as necessary

Student Support Team Meetings

It's important to ensure that the SST process is a positive experience for all members of the team. Keep in mind that parents and/or students may have had difficult experiences with other schools and may be hesitant or resistant to participate. Parent-guides are an integral part of the SST process and bring a wealth of knowledge about their children that can help when strategizing about support services and interventions. However, the student (not the parent or EF) must remain the focus.

Meetings are facilitated by the Student Support Manager who:

- Provides agenda
- Introduces team members
- Identifies purpose of meeting
- Summarizes problem areas reported by referring teacher
- Leads team in problem-solving effort
- Allots specified amount of time per agenda item
- Re-directs discussion as necessary
- Notes contributions made by all members
- Records problem-solving process on SST Action Plan

Best Practices for Parent Engagement

- When calling home use warm, inviting tone
- Present information using layman terms
- Assure parents that an SST meeting is to support their child
- Be flexible with scheduling
- Always include parents in SST meetings
- Greet parents at front entrance and walk with them to SST meeting room
- Have translation services if needed
- Be respectful and keep the SST environment friendly ● Dialogue is a two-way process. Share and listen.
- Check in with parents often to provide opportunity to clarify any questions and participate in the implementation of interventions developed by the team
- Presentation of the EF's concerns should be presented in parent friendly language
- Interventions and support strategies should be focused around the improvement of the student's learning and behavioral goals; that is the clear and consistent goal
- Provide parents with a copy of the action plan after signatures are collected
- Make sure someone from the team escorts parents back to the front entrance and thanks them for attending
- Follow up with a phone call home to check in with parents
- Get parent feedback on SST process. How did they feel? Was it a good experience for them? Did the parent(s) feel heard and supported?

Best Practices for Student Engagement

Students are a very important part of the SST process and play a significant role in their educational success. Students can become anxious or overwhelmed when sitting in a meeting room full of adults; it can feel like “all eyes” are on them.

- Acknowledge student’s participation
- Remind them they are part of the team and everyone there wants the student to be successful
- At parent or EF discretion, it may be appropriate to ask the student to step out when discussing sensitive issues.
- Encourage the student to share his/her feelings and perspective about their educational experience
- Encourage student to share what works for them when talking about interventions and strategies
- Encourage student to share their interests and goals to focus on the whole child

Language Issues

- If the parents first language is not English, schedule a translator prior to the meeting
- Translation should take place throughout the meeting with frequent breaks to allow parent(s) time to obtain all the information being presented, provide personal insight and respond to any questions
- Have SST action plan translated into parent(s) primary language upon request.

APPENDIX D: MONTESSORI MATERIALS

Primary Curriculum

Practical Life
Grace and Courtesy (greetings, please, thank you, sorry, interrupting, etc.)
Walking on a Line
Rolling and unrolling a rug

Moving Furniture
Sequence of Pouring activities (incl. solids and liquids)
Sequence of Scooping/Spooning activities
Sequence of Squeezing activities (e.g. sponge/baster/clothespins/tongs/tweezers)
Sequence of Threading activities
Sequence of Twisting activities (bottles & caps, nuts & bolts, etc.)
Sequence of Folding activities
Sweeping activities (broom, dustpan & brush, table brush & pan)
Mopping the floor (mop and bucket)
Scrubbing a table / chair
Washing a window (or mirror)
Sequence of Polishing activities (mirror/wood/metal)
Watering a plant
Flower arranging
Feeding an animal
Dressing Frame- Buttons
Dressing Frame- Zipper
Dressing Frame- Buckles
Dressing Frame- Lacing
Dressing Frame- Bow-tying
Nose-blowing
Hand-washing
Clothes/Towel- Washing
Ironing
Sequence of Food Preparation and Serving activities
Dish-washing
Outdoor Gardening activities (e.g. raking, weeding, planting, watering, harvesting)
Play Dough (or Clay)
Crayons
Sequence of Pasting/Glue activities
Sequence of Scissor Cutting activities
Sequence of Brush Painting activities
Sequence of Sewing / Weaving activities

Early Math and Sensorial
Cylinder Blocks (Knobbed Cylinders) – 4 blocks
Pink Tower (Tower of Cubes)
Brown Stair (Broad Stair)
Red Rods (Long Rods)

Knobless Cylinders – 4 boxes
Color Tablets – Box I
Color Tablets – Box II
Color Tablets – Box III
Geometric Cabinet w/ Demonstration Tray and 3 sets of cards
Constructive Triangles – 5 Boxes: Triangle, Large Hexagon, Small Hexagon, Rectangle, Blue
Geometric Solids and Bases
Binomial Cube
Trinomial Cube
Sound Boxes (Sounds Cylinder)
Bell Material w/ mallet and damper
Rough and Smooth Boards – 2 or 3 boards
Rough Gradation Tablets (Touch Tablets)
Fabric matching (Touch Fabrics)
Mystery Bag (Stereognostic)
Baric Tablets
Thermic Bottles
Smelling Bottles
Tasting exercise
Sequence of Sorting activities (by size, color, shape, etc.)
Silence Game

Math

Red and Blue Rods (Number Rods and Numerals)
Sandpaper Numerals
Spindle Boxes
Numerals and Counters (Cards and Counters / Odds and Evens)
Memory Game
Golden Beads - Intro to Decimal Quantity (One Tray)
Golden Beads - Large and Small Numeral cards
Golden Beads - Intro to Decimal System (Nine Tray/Function of the Decimal System)
Golden Beads - Four Operations (Addition, Multiplication, Subtraction, Division)
Stamp Game
Teen Boards (Séguin Boards) and Beads
Tens Boards (Séguin Boards) and Beads
Hundred Board
Short Bead Stair
Short Bead Chains (Square chains) w/ squares and arrows
Long Bead Chains (Cube chains) w/ cubes and arrows
Addition Snake Game

Addition w/ Bead Bars

Multiplication w/ Bead Bars

Addition Strip Board and Tables

Subtraction Strip Board and Tables

Multiplication Board and Tables

Unit Division Board and Tables

Addition Working Charts (Finger Charts, etc.)

Subtraction Working Charts (Finger Charts, etc.)

Multiplication Working Charts (Finger Charts, etc.)

Division Working Charts (Finger Charts, etc.)

Multiplication w/ Bead Bars

English Language Arts

Oral language development activities (Sharing news, fingerplays, songs, stories, etc.)

Child library area w/ fiction and non-fiction picture books

Picture/Object matching

Picture/Picture matching

Classified Three Part cards (Pictures, labels, control cards)

Classified Picture cards for vocabulary and sorting by category

Phonemic awareness activities w/ objects or pictures (e.g. I-Spy)

Metal Insets w/ pencils, pencil holders, trays, paper

Sandpaper Letters

Sand Tray

Large Movable Alphabet - composition of words and phrases

Small chalkboards or whiteboards for writing

Writing Sequence

Comprehensive writing program

Object Box I: Intro to reading phonetic words

Picture/word matching - phonetic

Object Box II: Intro to reading words w/ phonograms

Double Sandpaper Letters

Picture/word matching - w/phonograms

Silent 'e

Puzzle Words (for English)

Environmental Labels

Action Commands

Series of Phonics-based Readers

History

Land and Water Forms

Land and Water Forms Three Part Cards and Definitions

Globe of Land and Water (Sandpaper Globe)

Globe of the Continents (Continents Globe)

Puzzle Map - World Parts (Hemispheres)

Puzzle Map - North America

Puzzle Map - South America

Puzzle Map - Europe

Puzzle Map - Asia

Puzzle Map - Africa

Puzzle Map - Australia

Puzzle Map - A country e.g. USA, Mexico, Canada, Japan, China

Tool and felt pad for pin-pricking maps

Packets of Pictures for Continents / Countries

Flags

Calendar

Clock

Science

Classification: Living/Non-Living picture cards

Classified Picture Cards - Animals

Classified Picture Cards - Plants

Classification: Animal/Plant picture cards

Parts of a Horse (mammal)

Parts of a Bird

Parts of a Turtle (reptile)

Parts of a Frog (amphibian)

Parts of a Fish

Botany Cabinet (leaf shapes) and cards

Parts of a Plant (tree)

Parts of a Flower

Parts of a Leaf

Sink/Float activity

Magnetic/Non-magnetic activity

Solid to Liquid to Gas activity

Peace Education materials

Elementary Curriculum

Math	Lower Elementary	Upper Elementary
Materials for History of Math	x	x
Quantity of Golden Bead Material	x	
Quantity of Short Bead Stair Bars	x	
(Arithmetic) Memorization Charts and Equations	x	
Addition and Subtraction (Positive and Negative) Strip Boards.	x	
Addition Snake Game	x	
Subtraction Snake Game	x	
Multiplication Snake Game	x	
Negative Snake Game		x
Bead Cabinet & Arrows	x	
Decanomial Materials (Decanomial Bead Bar Box, Cubes, Squares)	x	x
Stamp Games	x	
Division Boards	x	
Small Bead Frame(s)	x	
Large Bead Frame(s)	x	
Hierarchical Material (Unit-Million)	x	
Checkerboard (for multiplication)	x	
Horizontal (Gold) Bead Frame(s)	x	
Bank Game Cards(for multiplication)	x	x
Test Tube Division	x	x
Pegboard (for Multiples/Factors)	x	x
Decimal Fraction Material	x	x
Decimal Checkerboard		x
Guide Squares		x
Squaring and Square Root Pegboard		x
Cubing Material		x
Algebraic Trinomial		x
Systems of Numeration (Bases) Materials		x
Multi-Base Bead Frame		x
Power of Two		x
Power of Three		x
Fraction Skittles and Insets	x	x
Fraction Insets (angle measurement and	x	x

percents)		
Fractions (Parts of a Circle – working pieces)	x	x
Materials for		
Ratio and Proportion		x
Principal/Interest/Rate/Time		x
Velocity/Distance/Time		x
Math Word Problems	x	x
Geometric Cabinet	x	
Constructive Triangles	x	x
Geometric Solids	x	
Geometry Stick Material	x	x
Classified Nomenclature	x	x
Equivalency Material I – Square divided into rectangles and triangles	x	
Insets of Equivalency for discovering area formulas		x
Yellow Area Material		x
Stand for Height of Triangle		x
Theorem of Pythagoras plates		x
Circle – Circumference and Area Materials		x
Volume – Solid and Hollow Blue Shapes		x
Volume box with 250 cubes		x
Volume box with 1000 cubes		x
Five Prisms		x
Montessori Protractor/Instrument for Measurement of Angles	x	x

English Language Arts	Lower Elementary	Upper Elementary
Materials for the Study of the History of Language	x	x
Comprehensive Phonetic Reading Program	x	
Printed Bi-color Movable Alphabet	x	
Phonetic Word Building Activities	x	
Sandpaper Letters for Handwriting	x	
Words to Pictures Cards	x	
Sentences to Pictures Cards	x	
Puzzle Words (Sight Words/Non-phonetic)	x	
Command Cards: 1, 2, 3 Actions	x	
Word Studies Activities	x	x

Mini Environments and labels	x	
Grammar Boxes	x	x
Grammar Symbols and Activities	x	x
Sentence Analysis Charts and Boxes with Arrows for Sentence Analysis/Reading Analysis/Sentence Construction/ Logical Analysis	x	x
Material for Irregular Verbs	x	x
Material for Verb Forms		x
Materials for Conjugation of Verbs		x

History	Lower Elementary	Upper Elementary
GEOGRAPHY MATERIALS		
Geography - Political		
Puzzle Maps of Continents/Control Maps	x	
Flags of The World and Stands	x	
Nomenclature of the Flag	x	
Physical and Political Pin Maps	x	
Geography - Physical		
Classified Nomenclature for Geography	x	x
Geography Experiments supporting Impressionistic Charts	x	x
Geography Impressionistic Charts:	x	x
The Universe, The Solar System and the Earth	x	x
Solar Energy and The Earth	x	x
Movements of the Earth/Consequences	x	x
The Atmosphere and Its Phenomena		x
The Work of the Wind		x
The Hydrosphere and Its Phenomena		x
Detailed Format for In-depth Study of a Country		x
Economic Geography Charts		x
Interdependence Activities		x
Production/Consumption (Maps and Graphs)		x
HISTORY MATERIALS		
Coming of Humans	x	x
Concept of Time	x	
Day, Week, Month, Year, Year and Its Parts, Seasons	x	

Personal Time Lines	x	
Clock Work	x	
BCE and CE and/or BC-AD Time Line with Golden Bead materials, Century Label Cards, and selection of representative pictures	x	x
Long Black Line (timeline)	x	
Clock of Eras	x	
Timeline of Life/Control and Mute	x	x
Fundamental Needs of People: Timeline and selection of cards from several time periods/civilizations	x	
Timeline of People		x
Migration charts		x
Timelines for the Study of Civilizations		x
Timeline of Child's Own Civilization/Country		x

Science	Lower Elementary	Upper Elementary
Timeline of Life	x	x
Zoology Material		
Pictures of Vertebrates and Invertebrates for sorting and further classification	x	
Classified Nomenclature of External Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	x	
Classified Nomenclature of Internal Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	x	
Animal First Knowledge Stories (picture, label, story)	x	
Animal First Knowledge Questions and Answers	x	
Five Kingdom/Animal Kingdom Classification Charts	x	
Classified Nomenclature of Invertebrates	x	
Five Kingdoms Chart/Domains of Life	x	x
Five Kingdoms/Domains of Life Material		x
Comparative Functions of Animal Systems		x
Great River Materials (study of human body)		x
Tree of Life Chart/Materials		x
Botany Material		
Botany Classified Nomenclature for:		

Plant, Roots, Stem/Trunk, Leaves, Flowers, Fruit, Seed	x	
Botany Impressionistic Charts	x	
Plant First Knowledge Stories (picture, label, story)	x	
Plant Classification Charts		x
Plant First Knowledge Questions and Answers		x
Advanced Botany Classified Nomenclature for more specific parts of the parts of the plants.		x
Materials for Botany Experiments	x	x

APPENDIX E: SPECIAL EDUCATION JOB DESCRIPTIONS

Resource Specialist

The Resource Specialist is a certificated, exempt position with Element Education. The Resource Specialist directly reports to the Director of Special Education and is primarily responsible for providing support and guidance to Educational Facilitators and parents of students with special needs.

Essential Functions

Support Student Learning

1. Evaluate and informally assess special education students upon enrollment and for annual review meetings
2. Develop Individualized Education Program (IEP) for students with special needs, using 5-way test for IEP goal development
3. For Initial referrals/Triennial Reviews: Conduct academic assessment using standardized test(s) upon receipt of signed Evaluation Plan; Write report of results and submit to School Psychologist and Director of Special Education 10 days prior to IEP meetings; Participate in eligibility determination as part of IEP team
4. Assist with scheduling IEP meetings with parents and communicate schedule with appropriate personnel including, but not limited to, administrator, school psychologist, academic counselor, related service providers, and Educational Facilitators
5. Attend IEP meetings for all students with special needs
6. Maintain files of enrolled students with active IEPs to ensure confidentiality and security
7. Participate with Educational Facilitator, parent, and other IEP members, in designing instructional program based on students' IEP goals/objectives and Learning Styles,
8. Provide direct individual and/or small-group instruction to students (SAI) according to their IEPs
9. Collaborate with EFs, parents, and other IEP members regarding implementation of special education students' instructional program
10. Collaborate with related services providers, EFs, instructors, and parents to monitor special education students' progress towards IEP goals and communicate progress with parents (at report card dates)
11. Respond to telephone calls/email messages from parents, staff, and teachers/tutors regarding special education
12. Submit requests for special education curriculum and supplemental materials (in accordance with students' IEPs) to Director of Special Education
13. Distribute special education curriculum and supplemental materials to students and staff, as needed; Maintain records of non-consumable items, including technology
14. Assist with parent and staff trainings, as needed
15. Collaborate with Director of Special Education and participate in SST process, as needed
16. Attend monthly Special Education Department meetings
17. Work virtually, as-needed
18. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures
3. Return all correspondence, including phone calls and emails, within a timely manner; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
4. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
5. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization

2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned
 - Full-Time: Maintain a maximum student caseload of twenty-eight (28) students, adjusted for adjunct duties
 - Part-Time: Maintain a maximum student caseload of fourteen (14) students, adjusted for adjunct duties

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curriculum in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by supervisor
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Ability to accept responsibility and constructive criticism
18. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. Bachelor's Degree
2. Possess a current, Clear or Preliminary, Educational Specialist California Teaching Credential (Mild/Moderate; Moderate/Severe)
3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$47,474 - \$91,757

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Director of Special Education, with Executive Director approval. This job description does not constitute

an employment contract, implied or otherwise, other than an “at will” relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

I, _____, understand and agree to fulfill the duties as described above.

Signature

Date

School Psychologist

The School Psychologist is a certificated, exempt position with Element Education. The School Psychologist reports to the Director of Special Education and is primarily responsible for focusing on activities which identify and resolve problems of student learning and behavior as well as support the organization’s Special Education program.

Essential Functions

Support Student Learning

1. Develop individualized Assessment Plans in all areas of suspected disability for referred students for Initial and Triennial Evaluations
2. Conduct psycho-educational evaluations to assess students with mild to moderate or moderate to severe disabilities as required by law
3. Confer with Educational Facilitators, administrators, and other professional staff on findings of individual tests and help in efforts to better understand and place each student
4. Consult with special education personnel concerning individual educational programs, educational goals and objectives, specific educational services, and special instructional media and materials used to achieve objectives
5. Consult with school personnel in the development and implementation of instructional methods and procedures designed to facilitate student learning and appropriate behavior
6. Consult with parents to assist in understanding the learning and adjustment processes of children including cases involving acceleration or retention of a child and helping parents understand their child's disability and its effect on learning and behavior
7. Participate as a member of the IEP teams, including evaluation and presentation of special education students for admission or transfer to other programs or to general education classes
8. Participate in Student Success Team (SST) meetings, as needed
9. Consult with community agencies, such as probation department, mental health clinics and welfare departments concerning students who are being served by such community agencies
10. Plan and conduct in-service training and programs for general and special education staff involved in understanding the needs of children requiring interventions and special services
11. Assist Special Education staff in development and implementation of Individualized Transition Plans
12. Assist Special Education staff in implementation of appropriate CAASPP accommodations and modifications
13. Assist School Directors in development and implementation of Response to Intervention (RTI) plans
14. Develop and conduct parent workshops, including guest speakers
15. Support behavior referrals
16. Support students' ability to learn and teachers' ability to teach.
17. Apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.
18. Partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.
19. Utilize positive discipline strategies
20. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures
3. Return all correspondence, including phone calls and emails, within 24 hours; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
4. Support students in preparation for and completion of state standardized tests

5. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
6. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned.

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curriculum in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by supervisor
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Ability to accept responsibility and constructive criticism
18. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. Bachelor's Degree
2. Pupil Personnel Services Credential with authorization in School Psychology

3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$57,344 - \$88,959

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Director of Special Education, with Executive Director approval. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

I, _____, understand and agree to fulfill the duties as described above.

Signature Date

Student Support Assistant

The Student Support Assistant (SSA) is a classified, non-exempt position with Element Education. Under the direct supervision of the Resource Specialist and the Educational Facilitator, the SSA supports and promotes the mission, vision, objectives and policies of Element Education. The SSA is primarily responsible for providing support to students with special needs.

Essential Functions

Support Student Learning

1. Provide direct individual and/or small-group instruction to students (SAI) to target academic goals according to their IEPs

2. Provide support to students in the group learning environment to target academic, vocational, and behavior goals according to their IEPs
3. Provide support to students in the group learning environment on curriculum accommodations and to support access to the general education curriculum according to their IEP's
4. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Return all correspondence, including phone calls and emails, within a reasonable period of time; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
2. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
3. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Commitment to student learning and success for all students
2. Familiarity and commitment to the mission and educational philosophy of Element Education
3. Ability to maintain records as directed by supervisor
4. Ability to maintain confidentiality regarding parents, families, and staff
5. Ability to maintain confidentiality regarding parents, families, and staff
6. Ability to remotely and/or virtually perform duties and attend meetings, as needed
7. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
8. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
9. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
10. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
11. Demonstrate good judgement
12. Ability to establish and maintain effective relationships; be approachable and professional

13. Ability to work independently with minimal supervision; be self-motivated and well-organized
14. Ability to think strategically and independently
15. Ability to accept responsibility and constructive criticism
16. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. High School Diploma or equivalent

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

Salary: \$14.39 - \$22.33

Benefits: Supplemental Insurance; 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 10 months

FLSA Classification: Non-Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, in person, and in the classroom. Employee must also regularly be able to write, file, type, and operate a computer, telephone, general office equipment, and classroom equipment. While in the classroom, the employee is also regularly required to extend arm with upper extremities to write on a whiteboard which may require neck rotation to look back at the class. The employee must frequently stand and walk throughout the classroom while maneuvering in tight spaces as well as frequently kneel, stoop, or crouch when working with classroom equipment, helping students, etc. A moderate amount of work is completed on electronic mobile and desktop devices. The employee will occasionally sit for an extended period of time which is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., occasionally or frequently, depending on the day. Employee might occasionally stoop, kneel, crouch, and/or move materials and classroom furniture to manipulate the classroom layout and be able to lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, classrooms, outdoors, home

office, Learning Centers, and the Administrative Office, and may experience heat or cold extremes as well as fumes, odors, and dust. Noise level is moderate to loud.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Director of Special Education, with Executive Director approval. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

I, _____, understand and agree to fulfill the duties as described above.

Signature Date

APPENDIX F: TECHNOLOGY SCOPE AND SEQUENCE

SEE SEPARATE ATTACHED FILE

APPENDIX G: EDUCATIONAL FACILITATOR JOB DESCRIPTION

Educational Facilitator

The Educational Facilitator (EF) position is a certificated, exempt position with Dimensions Collaborative School which is operated by Element Education. The EF reports to the School Director and is primarily responsible for providing support and guidance to parents and facilitating student personalized learning which includes, but is not limited to, assessing, developing, planning, organizing, and monitoring comprehensive educational plans for the desired success of each student.

Essential Functions

Support Student Learning for Roster

1. Collaborate with parents and students to develop learning plans which best fit students' learning styles, academic needs, and personal growth while offering opportunities for mastery, autonomy, and a sense of purpose
2. Collaborate with parents and students on goals, objectives, methods of study, and assignments which integrate state standards with student interests, power traits, talents, and dispositions; establish summative assessment tools
3. Collaborate with parents and students on preparing the learning environment in accordance with students' power traits and school's philosophy
4. Facilitate access to appropriate learning resources and educational materials, including collaborating with Instructors, to complete assignments related to Personalized Plan and Record (PPR) in a timely manner
5. Maintain open communication with students and parents throughout the learning period assessing regularly for academic growth and planning, including monitoring Individualized Education Plan (IEP) goals and objectives; Use formative assessment and self-reflection to guide learning
6. Meet with student and parent as needed, but at least the minimum required by the school, to discuss progress made on learning plan
7. Assist parent and student in maintenance of learning portfolio, learning management, and digital workflow
8. Implement the Multi-Tiered Student Support System (MTSS)
9. Actively participate in school-wide teams
10. Ensure the safety of students including, but not limited to, conducting emergency drills and cleaning of workspace

Professional Learning Community (PLC) to Support Student Learning DCS-Wide

1. Participate as part of a PLC to collaborate with colleagues and Specialists on matters related to professional development, curriculum, instruction, and other related school-wide educational practices.
2. Provide course instruction and preparation, including but not limited to, virtual, learning labs, makerspaces, and workshops
3. Provide syllabi, communiques, assignments, and project updates to School Director or designee
4. Assist with organizing field trips and/or special events
5. Collaborate with other EFs in evaluating student work
6. Assist with the coordination of subject area classes, workshops, and other offerings, including but not limited to, planning and ordering supplies
7. Support Positive Discipline™ and its' practices and principles

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures
3. Manage EF budget in accordance with school policies and procedures
4. Return all correspondence, including phone calls and emails in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
5. Support students in preparation for and completion of state standardized tests
6. Help organize and proctor all state standardized tests
7. Assist with the supervision of the learning center, as needed
8. Ensure the safety of students, including conducting emergency drills and cleaning of facility

9. Attend and actively participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas.
10. Observe confidentiality

Public Relations

1. Communicate school highlights, activities, and social events to parents; Maintain open and honest communication with families
2. Promote program and school; Recruit students as necessary
3. Seek opportunities for parents and students to connect with and support each other
4. Develop positive relationships with parents and the general public associated with the organization
5. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members
6. Communicate and support the school's mission, policies, and procedures
7. Represent Element Education and its programs in a positive and professional manner
8. Act as a liaison between parents and staff, as needed

Professional and Organizational Development

1. Read a minimum of two books annually from required/recommended reading lists or in accordance with the EF's organization goals
 2. Practice self-directed learning and formal training
 3. Practice reflective observation regularly; Maintain growth mindset
 4. In collaboration with the School Director, plan for own career growth and ongoing professional development
 5. Understand and contribute to Organization's vision, growth, and development
- Other duties as assigned
 - Carry a student roster as determined by the School Director

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curricula in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Knowledge of the A-G requirements for high school students on the UC/CSU path
5. Manage a home office and flexible schedule
6. Ability to remotely and/or virtually perform duties and attend meetings, as needed
7. Familiarity and commitment to the mission and educational philosophy of Element Education
8. Ability to maintain records
9. Ability to maintain confidentiality regarding parents, families, and staff
10. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
11. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
12. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
13. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
14. Demonstrate good judgement

15. Ability to establish and maintain effective relationships; Be approachable and professional
16. Ability to work independently with minimal supervision; Be self-motivated and well-organized
17. Ability to think strategically and independently
18. Ability to accept responsibility and constructive criticism
19. Demonstrate willingness to help others and foster a cooperative and positive working environment
20. Ability to deal with potentially irate and emotionally agitated members of the public and stressful situations

Requirements

1. Possess a bachelor's degree from an accredited university
2. Possess a current, clear or preliminary, multiple or single subject, California teaching credential. Candidate with a preliminary credential will be required to participate in a teacher induction program after offer of employment is made.
3. Phone, internet, and scanner for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

Salary: Full-Time: \$47,474 - \$91,757; Part-Time: Up to 74% of \$47,474 - \$91,757

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. While in the classroom, the employee is also regularly required to extend arm with upper extremities to write on a whiteboard which may require neck rotation to look back at the class. The employee is frequently required to stand and walk throughout the classroom while maneuvering in tight spaces as well as frequently kneel, stoop, or crouch when working with classroom equipment, helping students, etc. Job duties are occasionally performed on electronic mobile and desktop devices. The employee must frequently sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which required neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., occasionally or frequently, depending on the day. Employee might occasionally stoop, kneel, crouch, and/or move materials and classroom furniture to manipulate the classroom layout and be able to lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, classrooms, outdoors, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. The employee may experience heat or cold extremes as well as fumes, odors, and dust. Noise level is moderate to loud.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the School Director, with Executive Director approval. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

APPENDIX H: STUDENT ENROLLMENT APPLICATION



STUDENT INFORMATION	PARENT/GUARDIAN INFORMATION
<p>Legal Last Name: _____</p> <p>Legal First Name: _____</p> <p>Legal Middle Name: _____</p> <p>Preferred Name (if different): _____</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non Binary Date of Birth: _____</p> <p>Grade: _____ District of Residence: _____</p> <p>Residence Address: _____</p> <p>_____</p> <p>Mailing Address (if different): _____</p> <p>_____</p> <p>Primary Telephone: _____</p> <p>Primary E-Mail: _____</p> <p>Preferred Region: (To be considered for more than one region, please email: registrar@cmcharter.org)</p> <p><input type="checkbox"/> Oakhill <input type="checkbox"/> Mary Lane <input type="checkbox"/> Poway <input type="checkbox"/> Santee <input type="checkbox"/> Carlsbad</p> <p>Does the student currently have a sibling enrolled with Community Montessori? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>MOTHER/FATHER/GUARDIAN (circle one)</p> <p>Last Name: _____</p> <p>First Name: _____</p> <p>Address (if different than student): _____</p> <p>_____</p> <p>Primary Phone Number: _____</p> <p>Additional Phone Number: _____</p> <p>E-Mail Address: _____</p> <p>ACTIVE DUTY MILITARY: YES NO (circle one)</p> <p>Employer: _____</p> <p>Work Phone Number: _____</p>
<p>Ethnicity: <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Not Hispanic/Latino</p> <p>Race: Please check all that apply</p> <p><input type="checkbox"/> African American <input type="checkbox"/> Filipino <input type="checkbox"/> Native American <input type="checkbox"/> White</p> <p>If Pacific Islander: <input type="checkbox"/> Guamanian <input type="checkbox"/> Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander</p> <p>If Asian: <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Indian <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian</p>	<p>MOTHER/FATHER/GUARDIAN (circle one)</p> <p>Last Name: _____</p> <p>First Name: _____</p> <p>Address (if different than student): _____</p> <p>_____</p> <p>Primary Phone Number: _____</p> <p>Additional Phone Number: _____</p> <p>E-Mail Address: _____</p> <p>ACTIVE DUTY MILITARY: YES NO (circle one)</p> <p>Employer: _____</p> <p>Work Phone Number: _____</p>
<p>Has the student ever attended a school in California?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Name of <u>Last</u> School: _____</p> <p>City: _____ State: _____</p> <p>Last Date Attended: _____</p> <p>Has the student been retained or skipped a grade? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes: Grade repeated: _____ Grade skipped: _____</p> <p>Is the student currently in SARB process? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Has the student ever been suspended or expelled?</p> <p><input type="checkbox"/> Yes* <input type="checkbox"/> No *(if yes, please provide documentation)</p> <p>Was the student up for expulsion at the time of withdrawal?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Child lives with: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only</p> <p><input type="checkbox"/> Grandparent(s) <input type="checkbox"/> Foster Parent <input type="checkbox"/> Legal Guardian</p> <p><input type="checkbox"/> Caregiver</p> <p>Parent/Guardian Education Level – Check the <u>one</u> response that describes the highest education level of either parent/guardian:</p> <p><input type="checkbox"/> Graduate School/Post Graduate <input type="checkbox"/> College Graduate</p> <p><input type="checkbox"/> Some College <input type="checkbox"/> High School Graduate</p> <p><input type="checkbox"/> Not a High School Graduate</p>



HOME LANGUAGE SURVEY

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

Which language did your child learn when he/she first began to talk? _____

Which language does your child most frequently speak at home? _____

Which language do you (the parents or guardians) most frequently use when speaking with your child? _____

Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

RESIDENCE

How many times has the student moved in the last 12 months? _____

Where is the student/family currently living?

- Permanent Housing (we rent or own our own home without financial assistance from another family sharing the home)
- Doubled-Up (sharing with friends or relatives due to economic hardship or loss of housing)
- Hotel or Motel
- Transitional/Emergency Shelter
- Unaccompanied youth not living with parent or guardian
- Unsheltered (i.e.: cars, parks, garage, campgrounds)
- Substandard Housing (i.e. no water or electricity; health or safety risks) - describe: _____
- Other: _____

Does the student have access to a computer at home?
 Yes No

Does the student have access to internet at home?
 Yes No

EMERGENCY CONTACTS

Relationship to student: _____

Last Name: _____

First Name: _____

Primary Phone Number: _____

Permission to pick up: Yes No

Relationship to student: _____

Last Name: _____

First Name: _____

Primary Phone Number: _____

Permission to pick up: Yes No

How did you hear about Community Montessori?

- Friend(s) Internet Search Social Media Dimensions staff member
- Dimensions sponsored event Advertisement News Article
- Another School Other: _____

Why did you choose our program? _____

Has the student participated in independent study/homeschool before? Yes No How many years? _____

I am responsible for notifying my child's school of any changes. I certify that all the information on this form is true and correct and understand that enrollment of this student constitutes the student's complete educational program, and confirm the student is not enrolled in any public or private school.

APPENDIX I: FINANCIAL PROJECTIONS

1) Enrollment - ADA

A	B	C	D	E	F	G	H
UNDUPLICATED PUPIL PERCENTAGE							
Charter School:				2020-21	2021-22	2022-23	2023-24
Enrollment				770	801	825	846
Unduplicated Pupil Count				123	128	132	135
				<i>3-yr rolling percentag e</i>	<i>3-yr rolling percentag e</i>	<i>3-yr rolling percentag e</i>	<i>3-yr rolling percentag e</i>
Single Year Unduplicated Pupil Percentage				15.97%	15.98%	16.00%	15.96%
Unduplicated Pupil Percentage (%)				16.61%	16.01%	15.98%	15.98%
Concentration Grant Funding Limitation: District of Physical Location							
<i>percentage for the district that</i>				2020-21	2021-22	2022-23	2023-24
Unduplicated Pupil Percentage (%)				78.00%	78.00%	78.00%	78.00%
Unduplicated Pupil Percentage: Supplemental Grant				16.61%	16.01%	15.98%	15.98%
Unduplicated Pupil Percentage: Concentration Grant				16.61%	16.01%	15.98%	15.98%
AVERAGE DAILY ATTENDANCE (ADA)							
				2020-21	2021-22	2022-23	2023-24
Grades TK-3				456.66	445.00	450.00	450.00
Grades 4-6				234.23	268.00	267.00	275.00
Grades 7-8				60.71	80.00	98.00	112.00
Grades 9-12				-	-	-	-
SUBTOTAL ADA				751.60	793.00	815.00	837.00

2) Staffing

Staffing Head Count						
			2020-21	2021-22	2022-23	2023-24
Certificated			44	44	45	45
Classified			50	50	51	51
Total			94	94	96	96

3) Summary

Community Montessori	FY 20/21	FY 21/22	FY 22/23	FY 23/24
REVENUE				
General Block Grant	6,408,967	6,731,927	6,916,872	7,097,717
Other State Income	693,275	664,830	691,350	715,716
Federal Income	138,473	100,125	103,125	105,750
Local Revenue	28,500	50,000	100,000	200,000
Total Revenue	\$ 7,269,215	\$ 7,546,882	\$ 7,811,347	\$ 8,119,183
EXPENSES				
Certificated Employees	2,697,811	2,865,256	2,905,246	2,977,877
Classified Employees	1,318,587	1,391,551	1,426,340	1,461,999
Employee Benefits	995,739	1,064,202	1,082,897	1,109,969
Books and Supplies	279,199	290,439	299,142	306,756
Services and Other Operating Expenses	1,532,911	1,594,626	1,642,405	1,684,211
Capital Outlay	375,000	100,000	100,000	100,000
Total Expenditure	\$ 7,199,247	\$ 7,306,074	\$ 7,456,030	\$ 7,640,812
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 69,968	\$ 240,808	\$ 355,317	\$ 478,371
Fund Balance, Beginning of Period	\$ 1,665,600	\$ 1,735,568	\$ 1,976,376	\$ 2,331,693
Fund Balance, End of year	\$ 1,735,568	\$ 1,976,376	\$ 2,331,693	\$ 2,810,064

4) Current and Next Year Budget Detail

Community Montessori	FY 20-21 FI Budget	FY 21-22 Budget
REVENUE		
8012 - Education Protection Account	150,320	158,600
8011 - Charter School General Purpose Aid	6,066,617	6,381,297
8096 - In Lieu of Property Taxes	192,030	192,030
8592 - Charter Schools Categorical Block Grant	-	-
General Block Grant	\$ 6,408,967	\$ 6,731,927
8019 - Prior Year Revenue not Accrued	1,414	-
8310 - Implementation Grant	-	-
8311 - Other State Apportionments	469,750	495,625
8319 - Other State Apportionments - Prior Years	-	-
8550 - Mandated Cost Reimbursement	12,000	-
8560 - State Lottery Revenue	155,457	169,205
8590 - All Other State Revenue	54,654	-
Other State Income	\$ 693,275	\$ 664,830
8182 - Special Education Reimbursement	93,950	100,125
8290 - Other Federal Revenue	44,523	-
Federal Income	\$ 138,473	\$ 100,125
8639 - Sales	-	-
8650 - Leases and Rentals	-	-
8660 - Interest	10,000	10,000
8670 - Management Fee	-	-
8672 - Preschool Tuition	-	-
8673 - Preschool Materials	-	-
8676 - Club E	-	-
8701 - Student Fees	10,000	10,000
8803 - Fundraising	7,500	29,000
8699 - All Other Local Revenue	1,000	1,000
8781 - All Other Transfers From Districts or Charter Schools	-	-
8999 - Uncategorized Revenue	-	-
Local Revenue	\$ 28,500	\$ 50,000
Total Revenue	\$ 7,269,215	\$ 7,546,882
EXPENSES		

1100 - Teachers Salaries	2,238,178	2,377,097
1101 - Teacher Stipends	24,950	26,498
1200 - Certified Pupil Support Salaries	33,717	35,809
1300 - Certificated Supervisors and Administrators Salaries	400,966	425,852
Certificated Employees	\$ 2,697,811	\$ 2,865,256
2100 - Instructional Aide Salaries	461,203	486,725
2101 -Club M Hourly	-	-
2200 - Classified Support Salaries	164,388	173,484
2201 -Club M Salary	-	-
2300 - Classified Supervisors and Administrators Salaries	189,641	200,134
2400 - Clerical, Technical and Office Staff Salaries	503,355	531,208
2930 - Maintenance and Grounds	-	-
Classified Employees	\$ 1,318,587	\$ 1,391,551
3101 - CalSTRS	413,782	442,235
3202 - PERS	-	-
3301 - OASDI/Medicare- Certificated Postions	40,163	42,924
3302 - OASDI/Medicare- Classified Postions	120,280	128,549
3401 - Health & Welfare Benefits, Certificated Positions	201,270	215,108
3402 - Health & Welfare Benefits, Classified Positions	192,495	205,730
3501 - SUI- Certificated Positions	20,227	21,617
3502 - SUI- Classified Postions	7,522	8,039
3503 - Employer Other - Certificated	-	-
3504 - Employer Other - Classified	-	-
Employee Benefits	\$ 995,739	\$ 1,064,202
4100 - Approved Textbooks and Core Curricula Materials	-	-
4105 - Digital Text Books	-	-
4205- Subscriptions	-	-
4300 - Materials and Supplies	-	-
4320 - Educational Software	50,000	52,012
4325 - Instructional Materials	50,000	52,012
4330 - Supplies	63,074	65,613
4352 - Staff Meetings	5,000	5,201
4353 - Testing Materials	11,025	11,468
4355 - EU Consumable	-	-

4400 - Noncapitalized Expenditures	23,100	24,029
4420 - Computers	-	-
4423 - Instructional Technology	32,500	33,808
4433 - Administrative Technology	40,000	41,615
4700 - Food	4,500	4,681
Books and Supplies	\$ 279,199	\$ 290,439
5103 - Learning Center Instructor	-	-
5104 - Shredding	1,260	1,328
5105 - Educational Units (EU's)	-	-
5115 - Tutoring Services (Non-EU)	-	-
5108 - Student Memberships	-	-
5200 - Travel and Conferences	2,500	2,600
5300 - Dues and Memberships	1,575	1,638
5305- Dues and Memberships Professional	21,000	21,845
5400 - Insurance	90,520	94,164
5500 - Operations and Housekeeping	32,400	33,704
5510 - Electricity	39,750	41,350
5515 - Janitorial Services/Gardening	30,500	31,727
5520 - Alarm Services	9,975	10,376
5525 - Trash	6,825	7,099
5530 - Water	30,075	31,285
5600 - Rentals, Leases and Repairs	-	-
5605 - Equipment Lease	19,220	19,993
5610 - Facility Leases	660,516	687,108
5615 - Repairs and Maintenance Building	15,750	16,384
5617 - Equipment Maintenance Contracts & License Fees	75,000	78,019
5618 - Repair & Maintenance Auto	1,050	1,092
5800 - Professional/Consulting Services	54,000	56,174
5804 - Board Reimbursement	3,600	3,744
5805 - Management Fee	-	-
5808 - Property Tax	1,601	1,665
5809 - Banking Fees	150	156
5824 - District Oversight Fees	64,090	66,670
5830 - Fieldtrips	5,000	5,201
5839 - Fundraising	1,000	1,040

5843 - Interest Expense	86,000	89,462
5845 - Legal Fees	7,500	7,801
5851 - Marketing and Student Recruitment	7,500	7,801
5860 - Printing and Delivery	10,400	10,818
5863 - Professional Development	42,000	43,690
5869 - Special Education Services	138,652	144,234
5887 - ITConsultants	10,000	10,402
5905 - Cell Service	20,737	21,571
5910 - Internet	32,000	33,288
5915 - Postage	3,465	3,604
5920 - Telephone	7,300	7,593
Services and Other Operating Expenses	\$ 1,532,911	\$ 1,594,626
6000 - Capital Outlay	375,000	100,000
Capital Outlay	\$ 375,000	\$ 100,000
7000 - Other Outflows	-	-
Other Outflows		
Total Expenditure	\$ 7,199,247	\$ 7,306,074
Total Other Financing Sources (Uses)	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 69,968	\$ 240,808

5) 21-22 Cash Flow

Community Montessori	2021/2022 Forecast											
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
Beginning Cash	1,256,664	1,283,435	1,077,145	976,531	911,288	912,761	1,015,475	989,334	980,105	1,008,183	1,029,626	1,054,959
Revenue												
General Block Grant	319,065	319,065	613,966	574,316	574,316	613,966	574,316	574,316	613,966	574,316	574,316	806,003
Federal Income	-	-	-	-	-	-	-	-	-	-	-	100,125
Other State Income	41,302	41,302	41,302	41,302	41,302	41,302	83,603	41,302	83,603	41,302	41,302	125,906
Local Revenues	500	500	1,500	2,500	5,000	10,000	15,000	5,000	5,000	2,500	2,000	500
Total Revenue	360,867	360,867	656,768	618,118	620,618	665,268	672,919	620,618	702,569	618,118	617,618	1,032,534
Expenses												
Compensation & Benefits	114,184	416,286	483,313	497,470	452,642	463,451	497,061	442,694	524,082	464,565	467,225	498,036
Books & Supplies	3,347	29,304	41,459	38,443	28,911	13,671	24,432	25,875	10,902	11,153	8,315	54,627
Services & Other Operating Expenses	201,030	106,227	117,223	131,766	122,092	69,932	162,067	145,778	124,007	105,457	101,245	207,802
Capital Outlay	-	-	100,000	-	-	-	-	-	-	-	-	-
Total Expenses	318,561	551,817	741,995	667,679	603,645	547,054	683,560	614,347	658,991	581,175	576,785	760,465
Operating Cash Inflow (Outflow)	42,306	(190,950)	(85,227)	(49,561)	16,973	118,214	(10,641)	6,271	43,578	36,943	40,833	272,069
Accounts Receivable												
Other Current Assets												
Accounts Payable												
Fixed Asset												
Other Current Liabilities												
Other Assets												
Long Term Liabilities	(15,535)	(15,340)	(15,387)	(15,682)	(15,500)	(15,500)	(15,500)	(15,500)	(15,500)	(15,500)	(15,500)	(15,500)
Ending Cash	1,283,435	1,077,145	976,531	911,288	912,761	1,015,475	989,334	980,105	1,008,183	1,029,626	1,054,959	1,311,528