

Charter Petition Renewal for the Maria Montessori Charter Academy



*A California Distinguished School (2023 & 2025)
and 501(c)(3) Non-Profit Based
Public Charter School*

Submitted to: Rocklin Unified School District

Submission date: February 3, 2026

Renewal term: July 1, 2026 - June 30, 2033

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1. AFFIRMATIONS and DECLARATION

Maria Montessori Charter Academy (“MMCA” or the “Charter School”), authorized by the Rocklin Unified School District (“RUSD” or the “District”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- MMCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- MMCA shall be deemed the exclusive public school employer of the employees of MMCA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- MMCA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- MMCA shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- MMCA shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to MMCA shall not be determined according to the place of residence of the student or of that student’s parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(c). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- MMCA 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- MMCA 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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- MMCA 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)]

- MMCA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. MMCA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(I)(1)]
- MMCA shall at all times maintain all necessary and appropriate insurance coverage.
- MMCA 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 pupil is expelled or leaves MMCA without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to MMCA within 30 days if the Charter School demonstrates that the pupil had been enrolled in MMCA. [Ref. California Education Code Section 47605(e)(3)]
- MMCA may encourage parental involvement, but shall notify parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School. [Ref. Education Code Section 47605(n)]
- MMCA shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- MMCA shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)]
- MMCA shall comply with any applicable jurisdictional limitations pertaining to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- MMCA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- MMCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- MMCA 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”).
- MMCA shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- MMCA shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- MMCA shall comply with the Ralph M. Brown Act (“Brown Act”).
- MMCA shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- MMCA shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- MMCA shall comply with applicable residency and school attendance rights for foster and homeless children.
- MMCA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



February 3, 2026

Brent Boothby, Lead Petitioner

Date

2. EXECUTIVE SUMMARY

Maria Montessori Charter Academy (“MMCA” or the “Charter School”) is a nonprofit, public benefit corporation that operates multiple programs: a public Kindergarten - 8th grade elementary school, a Before/Afterschool Care Program and a private preschool. Located in Rocklin, California, MMCA integrates the Montessori methodologies within the accountability and framework of the California state standards. This integration includes emphasizing individualized work plans, small ability-based groups for language arts and mathematics, multi-age classrooms, low student-teacher ratios (17:1 or less), manipulative-based learning materials, and an overall emphasis on developing the “whole child.”

Originally authorized in 2000 by the Twin Ridges Elementary School District, MMCA will be starting its twenty-seventh year of operations in 2026. In 2008, MMCA transitioned from a “dependent” charter school to an “independent” charter school. MMCA enrolls approximately 285 students for the 2025-26 school year and has a collective K-8th grade waiting list of approximately 300 students.

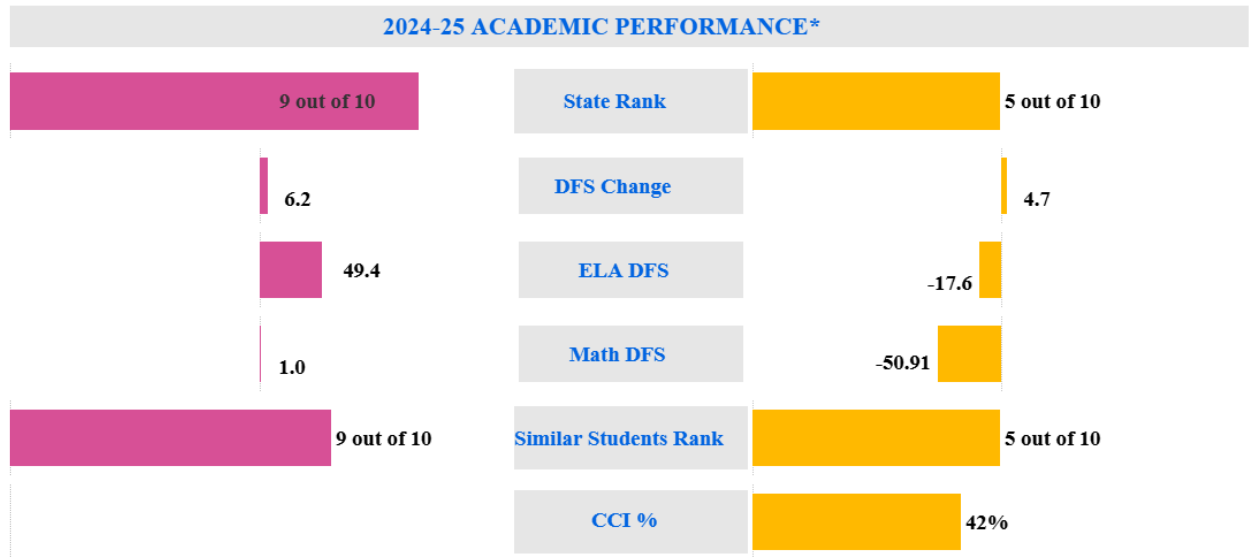
Located within Rocklin, CA with a plurality of Rocklin students, MMCA’s population is also drawn from several surrounding communities. There are approximately 12 school districts within 20 miles of MMCA’s current location, and the Charter School enrolls students who reside in each of these districts. Identified as a Title I school, MMCA’s student population is socio-economically diverse, as well.

Since its last charter renewal in 2018, MMCA’s academic performance has been outstanding, including:

- MMCA is currently designated as a “California Distinguished School” for 2025/2026;
- MMCA was also awarded “California Distinguished School” status for 2023/2024;
- For all schoolwide academic categories of the California School Dashboard, MMCA:
 - Performed at the ‘blue’ or ‘green’ levels for ELA and Math on the 2024 Dashboard;
 - Performed at the ‘blue’ or ‘green’ levels for ELA and Math on the 2025 Dashboard; and
 - Performed at the ‘green’ level for Science on the 2025 Dashboard
 - 2024 Dashboard Growth metric data:
 - ELA: MMCA students performed 15 points above expected growth
 - Math: MMCA students performed 2 points above expected growth
 - 2025 Dashboard Growth metric data:
 - ELA: MMCA students performed ‘accelerated’ vs. expected growth
 - Math: MMCA students performed ‘average’ vs. expected growth
- Below is a graphic from the California Charter Schools Association’s comparative performance tool comparing MMCA’s student performance last year to the state. In particular, note the “Similar Students Rank”, which evaluates a school’s actual performance vs. its expected performance given student demographics. MMCA’s SSR rank of ‘9’ is the highest score of any charter school in Placer County.

Side-by-Side School Comparison

| School Comparison | Student Demographics | |
|---|---|--|
| Select a School: <input style="width: 100%;" type="text" value="Maria Montessori Charter Academy (117879)"/> | Select a Comparison: <input style="width: 100%;" type="text" value="State"/> | Select a School/Region: <input style="width: 100%;" type="text" value="State Results"/> |
| Maria Montessori Charter Academy (117879) School Details School Type: Charter Total students: 283 students Grades served: K-8 Authorizer: Rocklin Unified Site Type: Site-Based | State Results Details Total Students: 5,792,126 % Charter Students: (12%) *Regional academic performance and student demographics reflect averages across all public schools. Regional results will differ slightly from CDE's DataQuest and the CA School Dashboard. | |



With regard to special education services, MMCA has been an active member of the Placer County SELPA for 10 years. MMCA recently completed the CDE Cycle B program review that included review of student records, services, programs and policies and was found fully compliant.

MMCA is fiscally sound. In the 18 years that MMCA’s charter has been authorized by RUSD, the Charter School has received 100% completely “clean” audits every year.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data. In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter school’s performance, plus a separate category for

Dashboard Alternative School Status schools. Each of the three tiers has a unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards), MMCA has merited the high performing category as determined by law. The Charter School achieved this designation through “Criterion 2,”¹ as demonstrated below.

A charter school in the high-performing category is eligible for up to a seven-year renewal term, which MMCA has earned.

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607(c)(2)(A) states:

The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

¹ MMCA should also qualify as ‘high performing’ under Criterion 1. The ‘Chronic Absenteeism’ Dashboard score for 2025 is wrong. Based on 2024-2025 PADC enrollment data that RUSD certified, MMCA should be ‘green’ in this metric. Apparently, a clerical timing issue happened with PCOE submitting EOY CALPADS reports *before* final attendance reports were completed. MMCA staff are working with CDE staff regarding correcting the error.

i. The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

ii. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

Measurements of academic performance are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator (“CCI”).” (Education Code Section 47607(c)(3)).

Measurements Of Academic Performance - Schoolwide Performance and Distance From Standard (“DFS”)

2024 Dashboard Schoolwide Performance

| Indicator | 2024 State | 2024 MMCA | Comparison |
|----------------|-------------------|-----------------|------------|
| CAASPP ELA | Orange (-13.2) | Blue (+39.5) | Higher |
| CAASPP Math | Orange (-47.6) | Green (-1.4) | Higher |

2025 Dashboard Schoolwide Performance

| Indicator | 2025 State | 2025 MMCA | Comparison |
|-------------------|-------------------|-----------------|------------|
| CAASPP ELA | Yellow (-8.1) | Blue (+49.4) | Higher |
| CAASPP Math | Yellow (-42.4) | Green (+1) | Higher |
| CAASPP Science | Yellow 52.6 | Green 64.5 | Higher |

Measurements of Academic Performance - Subgroup Performance

The subgroups identified below are subgroups performing statewide below the state average in each respective year for which MMCA received performance levels. For any measurements of academic performance where there were no subgroups performing statewide below the state average, or where MMCA did not receive any performance levels, no subgroups were identified.

For purposes of Education Code Sections 47607 and 47607.2, “subgroup” means numerically significant subgroup as defined in Education Code Section 52052(a)(1). (Ed. Code 47607(c)(4)).

2024 CAASPP Subgroup Performance Levels (ELA)

| Subgroup | 2024 State | 2024 MMCA | Comparison |
|----------------------------|-------------------|------------------|------------|
| Hispanic/Latino | Orange (-39.3) | Blue (+29.5) | Higher |
| Students with Disabilities | Red (-96.6) | Orange (-8.5) | Higher |

2025 CAASPP Subgroup Performance Levels (ELA)

| Subgroup | 2025 State | 2025 MMCA | Comparison |
|-----------------|-------------------|---------------|------------|
| Hispanic/Latino | Yellow (-33.7) | Blue (+51) | Higher |

2024 CAASPP Subgroup Performance Levels (Math)

| Subgroup | 2024 State | 2024 MMCA | Comparison |
|----------------------------|-------------------|-----------------|------------|
| Students with Disabilities | Red (-124.3) | Orange (-27) | Higher |
| Hispanic/Latino | Orange (-79.2) | Green (5) | Higher |

2025 CAASPP Subgroup Performance Levels (Math)

| Subgroup | 2025 State | 2025 MMCA | Comparison |
|-----------------|-------------------|-----------------|------------|
| Hispanic/Latino | Yellow (-73.6) | Green (+1.7) | Higher |

Given MMCA’s deep history of excellent academic achievement and clean operations, the Charter School respectfully requests a seven-year charter term.

3. EDUCATIONAL PHILOSOPHY and PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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 these goals.” Education Code Section 47605(c)(5)(A)(ii).

Introduction to Educational Philosophy and Program

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of the adults in a child’s education is to provide an appropriate environment, complete with tools and methods, to facilitate their own discovery of knowledge and skills at the time when it has the most impact for them as an individual. This system has a foundation in trust and respect of the individual and the result is children who soar beyond traditional expectations. Advanced children are continually challenged. Children in need of remediation, or those developing at a different rate, get a solid foundation at their own pace, and all work on a time-line that is right for them.

Montessori methods were initially developed in the early 1900’s for disadvantaged students who were, at that time, considered mentally retarded. Dr. Montessori’s students, using the child centered approach she had created through scientific observation, soon scored at grade level with other “normal” students. Her program was quickly moved into the general population with amazing success. The spread of Dr. Montessori’s methods in the United States has been focused predominantly at younger children. Private elementary Montessori schools are frequently unavailable or have extensive waiting lists. Students from Montessori Children’s Houses (age 2 ½-6) typically enter the public school system academically ahead of their non-Montessori peers (most especially in reading) and are working in a more independent, self-directed, organized fashion.

Montessori students have a positive feeling toward their “work” and take ownership in their daily tasks and accomplishments. This approach results in yearly assessments that may appear uneven, but at the conclusion of the 3-year term, achievement matches, and often exceeds, expected outcomes. Most importantly, the child has developed self-discipline, shows initiative, and accepts responsibility for their own progress: They love learning and consider it their “work”. They know how to “teach” themselves, and so have become a life-long learner with the utmost confidence in their abilities. Recent trends in educational reform have targeted certain population groups—socio-economically disadvantaged students, special needs students, minority students who speak English as a second language, to name a few. While these students, as well as

those identified as "gifted", receive special programs and help, the average student must fit into a teacher-directed system that may or may not match their developmental stages and learning style, capitalize on their strengths, or promote their natural interest and joy in discovery.

While recognizing that the traditional system has met the educational needs of many, the option of a school where students work in multi-age classrooms with individual learning plans using proven methods and materials which are progressive, and frequently self-correcting, can be a great benefit to students in any community. It is worth noting that since MMCA's inception in 2000, there have been more than a dozen public Montessori schools (both charter and magnet) that have started in the greater Sacramento area.

Mission Statement and Core Values

Mission Statement

The mission of the Maria Montessori Charter Academy is to provide a Montessori based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a heavy commitment from the village: parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.

Core Values

- Internationally high academic standards and expectations of achievement with emphasis on core subjects
- Small total school population and mixed age classrooms
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering Standards of Conduct:
 - Respect: Seeking one's share of the workload
 - Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

Educational Program Description

Whom the Charter School Seeks to Educate

MMCA is a public charter elementary school (K-8) located in South Placer County. As such, it offers an open enrollment policy. However, the Charter School is particularly interested in attracting students who hold the following characteristics:

- The interest and motivation to be educated in the Montessori approach.
- The ability and capability to work independently.
- The propensity to be self-motivated in learning and achievement.

Model of the Educated Person in the 21st Century

MMCA holds that an educated person is well rounded and balanced. This individual is able to use their intellect as well as their body to its fullest. They are an empathetic, collaborative member of a community who is motivated to set and achieve goals for themselves. They demonstrate proactive empathy towards others and seek respectful and productive interactions with all they meet. They view themselves as a global citizen who is empowered, and responsible, for making positive changes in the world and their immediate environment. They seek spiritual understanding and peace for themselves, and appreciate and protect the right of others to do likewise. They develop personal habits leading to a healthy lifestyle which includes balancing leisure, work, family, and community.

As a SCHOLAR, they are proficient in math, science, social studies, languages and the arts. As a member of the global community, they are proficient in at least one language in addition to English.

As a HEALTHY PHYSICAL BEING, they are knowledgeable of and practice good nutrition, safety, and a healthy lifestyle. They develop habits of physical challenge in ways that provide pleasure, stress release, and fitness.

As a COMMUNITY MEMBER, they are able to collaborate with others, cooperate on projects, and manage and resolve conflicts. They are motivated and ready to provide meaningful service to others and make significant contributions with their developed talents.

As a CITIZEN OF THE WORLD, they understand the basis of our constitutional democracy, the rights and responsibilities of all, and stay informed on important political, social, and environmental issues. They are informed regarding other political, social and cultural systems and seek to understand and coexist peacefully.

As a SPIRITUAL BEING, they feel a connection with all of life and desire to live in harmony with nature. This means that every act of carelessness, selfishness, indifference, hatred and violence toward nature or toward other human beings is actually an act against themselves, their family, and their culture. They seek the highest of human virtues, such as love, caring, generosity, responsibility for actions, forgiveness, compassion and openness to one another. This

leads to sharing rather than accumulating, to cooperation rather than competition, and to peace rather than violence.

As a MEMBER OF AN INCREASINGLY TECHNICAL AND INFORMATION BASED WORLD, they are competent and comfortable using a wide variety of technology as an integral part of their life and are open to embracing new alternatives as they become available.

Development of Self-Motivated, Competent, and Life-long Learners

MMCA is committed to the development of self-motivated, competent, life-long learners. The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra and interpersonal awareness and community involvement.

Dr. Maria Montessori's methods are based on her scientific studies of how learning best occurs. Specific methods for encouraging self-motivated learning include:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most impactful to the individual
- Individual Learning Plans
- Low student-to-teacher ratios

Learning Occurs Best When

- Students are actively engaged in meaningful tasks
- A connection is made between what students learn and the real world in which they live
- Individual plans and support are an intrinsic parts of the educational program
- Students have some choice in the structure of their own projects and plans
- Work is accomplished individually and as members of a group
- Activities are integrated and meaningful
- Work is developmentally appropriate, leads to success, and is progressively complex
- Meaning is constructed from experiences
- Students are encouraged and expected to learn
- Coaches, mentors, family, and advocates support the learners
- Students are encouraged to help others learn and to learn from others

Academic Habits

Clear expectations of how learning is approached in the classroom as well as the cultivation of useful habits serve the child in their lifelong quest for knowledge, long after graduation from the Charter School. The following are some of the habits encouraged in the pursuit of learning:

- Curiosity
- Clear oral and written communication
- Creative thinking
- Logical thinking toward well informed conclusions
- Use of technology
- Adapting readily and responsively to new situations and information
- Using effective problem solving
- Finding, selecting, evaluating, organizing and using information from various sources
- Seeking alternative, and contrary, perspectives
- Making connections among various disciplines of thought
- Evaluating the reliability of information from video, audio, and printed sources, including advertising, the media, and the Internet.
- Making well-reasoned, supportable decisions

Personal Habits and Attitudes

- Courtesy, good manners and respect
- Honesty and fairness
- Accepting responsibility for personal decisions and actions
- A healthy lifestyle
- Empathy for others and respect for differences among people and cultures
- Concentration and perseverance
- Making and keeping commitments
- Self confidence and a willingness to make mistakes in order to learn
- Seeking a fair share of the workload
- Working cooperatively with others including: listening, sharing opinions, negotiating, compromising, helping the group reach consensus and taking a stand.
- Seeking and utilizing various personal adaptive techniques for handling frustration, setbacks or other barriers to reaching goals

Program Design

MMCA is a **site-based** program. Students are expected to attend school daily. Core instruction will take place between 8:30 AM and 3:10 PM. Additional support and learning opportunities may happen before 8:30 AM, between 3:10 PM and 6:00 PM and on weekends.

The environment is **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. MMCA will provide these opportunities to its students and faculty through its small size (approximately 300 students) and small classes (student to teacher ratio of 17:1 or less).

Implementation of Educational Program / Curriculum

MMCA is a “hybrid” public elementary school, in that it combines elements of the traditionally private Montessori methodology within the accountability and framework of the California State

Standards. The ultimate philosophical goal of our program is to develop independent students with superior time management skills. Characteristics of this hybrid model include:

- **Pedagogy (teaching methods)**

- Differentiated instruction
- Interdisciplinary curriculum
- Project and experiential-based instruction
- Integrated technology

- **Curriculum**

MMCA's curriculum includes a combination of Montessori-based materials and manipulatives with traditional “regular public school” materials. Some examples of the curricular programs MMCA uses include:

- ELA Curriculum:
 - Traditional Montessori scope and sequenced Language materials
 - EPS Phonics
 - StarFall
 - Wordly Wise Vocabulary
 - Souday System, SIPS, LindaMood Bell and Read Naturally for reading intervention
 - Step Up to Writing
 - Vocabclass.com
 - Amplify/DIBELS for early reading screener
 - IXL ELA
 - Literature-circle oriented novel based instruction
- Math Curriculum:
 - Traditional Montessori scope and sequenced Math materials
 - California standards version of Singapore Math (HMH Math in Focus)
 - IXL Math
 - Touch and Bridges math for math intervention
- Social Studies Curriculum:
 - Traditional Montessori scope and sequenced History and Geography materials
 - E-Studies weekly (K-3rd grade)
 - TCI Alive (4th-8th grade)
- Science Curriculum:
 - Traditional Montessori scope and sequenced Science materials;
 - E-Studies weekly (K-3)
 - Mystery Science (K-3);
 - TCI Alive (4-8th grade)
- Character Education
 - Safe and Caring Schools

- Physical Education
 - As a part of MMCA’s PE program, all 5th and 7th grade students will participate in state PFT testing annually.
 - Tandalay
- Visual and Performing Arts (VAPA):
 - Drawing, painting and sculpting via the Art Docent Program
 - Performing Arts, including drama, singing, and dance
 - Music including Ukulele instruction, recorders, and percussion
- Teen CERT (Community Emergency Response Training Program from F.E.M.A.)
- Spanish Docent
- Garden Docent
- Computer Fluency
 - Learning.com, Google Classroom, coding activities,etc.)
 - 40+ desktop computers available for student use
 - 1:1 Chromebook to student ratio in 2nd-8th Grades
- **Professional Development**
 - Montessori training
 - Mentor teachers for new staff
 - Attendance at conferences where appropriate

Academically Low Achieving Students

At MMCA, low-achieving students are those who perform at or below a “near standard” level on California State Standards Exams. At-promise students are those who perform “below standard” on California Standards Exams. Students from either of these groups may or may not qualify for special education services.

The entire structure of MMCA’s program, curriculum and instructional strategies as described above maximizes the learning opportunities of low-achieving and at-promise students. Low-achieving and at-promise students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. Additionally, these students are provided with the following additional supports:

- Each student’s progress is regularly monitored by their teacher(s)
- Student work plans are modified based on individual student needs
- Additional instruction time with MMCA’s Intervention Teacher

Student Success Teams

MMCA is committed to a) working with students who are achieving below grade level to help them achieve at expected levels, and b) working with students who are performing above grade level that need additional challenges. MMCA will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

MMCA’s 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses the best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST. MMCA special education staff will be a part of every SST team, and will handle all evaluations and determinations regarding any possible special education placement.

Academically High-Achieving Students

All students at MMCA are given lessons and work based on their abilities in all Language Arts-related and Mathematics subject areas, thus students who are capable of working significantly above their grade level are given that opportunity. In addition, enrichment activities in the non Language Arts and Mathematics-based subject areas are also developed for high achieving students.

English Learners

MMCA will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term ELs, 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. MMCA will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

MMCA will administer the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.
- **Summative Assessment (“SA”)**
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC IA and SA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

MMCA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

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

Strategies for English Learner Instruction and Intervention

Strategies for English Learner Instruction and Intervention could include:

- Placing student with EL certified teacher
- Using more visuals and multimodal input
- Scaffolding curricular content
- Chunking and pacing
- Collaborative peer learning
- Via classroom and intervention, teach explicit vocabulary (e.g., high frequency words, academic vocabulary, figures of speech, etc.)

Monitoring and Evaluation of Program Effectiveness

MMCA evaluates the effectiveness of its education program for ELs by:

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

Special Education

MMCA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”).

MMCA shall be its own local education agency (“LEA”) and is a member of the Placer County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to Rocklin Unified School District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

As an LEA member of the SELPA, MMCA shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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

MMCA may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability.

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

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

MMCA Board Policy: Comprehensive Local Plan For Special Education

As a member of the Placer County Special Education Local Plan Area, the MMCA Governing Board desires to provide a free and appropriate public education to all individuals with disabilities enrolled at MMCA.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303).

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, MMCA will participate as a member of the Special Education Local Plan Area (SELPA). The Executive Director or designee shall extend the district's full cooperation to the SELPA.

The policies and procedures of the SELPA shall be applied as policies and regulations of MMCA, with the exception of those that apply to complaints, unless the local plan specifically authorizes MMCA to operate under its own policies and regulations. The SELPA will administer the local plan for special education and administer the allocation of funds.

Section 504 of the Rehabilitation Act

MMCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the 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 shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere

with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher 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 Individuals with Disabilities Education Act

MMCA shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

MMCA shall provide services for special education students enrolled in the Charter School. MMCA shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and

services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

MMCA agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at MMCA shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MMCA shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. MMCA shall obtain parent/guardian consent to assess the Charter School students.

IEP Meetings

MMCA shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. MMCA shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at MMCA and/or about the student. MMCA 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

MMCA 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 MMCA students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

MMCA shall be responsible for all school site implementation of the IEP. As part of this responsibility, MMCA 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 MMCA’s non-special education students. MMCA shall also provide all home-school coordination and information exchange. MMCA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

MMCA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in MMCA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter

School shall provide the pupil 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 MMCA 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 the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, MMCA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to MMCA with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until MMCA 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 the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Parent/Guardian Concerns and Complaints

MMCA shall adopt policies for responding to parental concerns or complaints related to special education services. MMCA shall receive any concerns raised by parents/guardians regarding related services and rights.

MMCA's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

MMCA understands that it shall represent itself at all SELPA meetings.

Funding

MMCA understands that it shall be subject to the allocation plan of the SELPA.

Goals and Actions in the State Priorities

MMCA will comply with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii) including developing annual goals for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060(d). Please refer to the table in Element 2: Measurable Student Outcomes for the schoolwide actions for relevant sub-groups and corresponding assessments. MMCA will comply with all elements of the Local Control and Accountability Plan pursuant to regulations adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

4. MEASURABLE PUPIL OUTCOMES

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code Section 47605(c)(5)(B)

All students will experience a common core of learning that fulfills MMCA’s mission. The purpose of the Charter is to facilitate the student’s achievement of the following outcomes. The Montessori curriculum is integrated. Core academic subjects are presented to students throughout all daily activities, embracing many perspectives to result in thorough comprehension.

Core Academic Skills - Appropriate age or grade level mastery of:

1. World History
 - Students will demonstrate and apply society’s historical, geographical, and cultural knowledge in order to serve as global citizens in today’s world.
2. Language Development
 - Students will be strong comprehensive readers. They will develop strong speaking and debating skills. Grammar, writing, and vocabulary enrichment will be demonstrated in many forms of expression.
3. Mathematics
 - Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within arithmetic, algebra and geometry. They will practice critical thinking, problem solving and knowledge application skills.
4. Science
 - Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science which may include physical and earth, botany, zoology, physics, chemistry, and ecology.
5. Second Language
 - Students will gain exposure to speaking, reading, writing, and listening comprehension of at least one second language offered by MMCA in addition to English. Students will understand certain aspects of the origin and culture, both past and present, of the second language.

6. Artistic Expression

- Students will apply and appreciate the many forms of artistic expression. Utilizing paints, sculpting materials, music, dance and drama, students will demonstrate historical aspects of the arts while discovering personal talents.

7. Health Education

- Students will demonstrate development of the whole person; physically, emotionally, spiritually and intellectually. By applying physical activities, nutrition awareness, safety, and self-exploration practices to their daily routines, students will learn to balance and manage work, leisure, family and community.

Life-Long Learning Skills

It is the goal of MMCA that students will develop skills that will enable them to pursue their own path of learning throughout their adult lives. These include:

1. Self Confidence and a Positive Attitude Towards Learning

- Tasks are designed so that each step of learning is based upon what the child has already mastered, thus removing the negative experience of frequent failure. Repeated work with tasks, which are developmentally appropriate, and a carefully planned series of success, builds inner confidence in the child developing a positive attitude towards future learning.

2. Abiding Curiosity

- Students are provided with opportunities to discover qualities, dimensions, and relationships among a rich variety of learning situations, curiosity is stimulated and an essential element in creative learning is established. A deep, persistent, and abiding curiosity is a prerequisite for future learning and education.

3. Initiative and Persistence

- Students are surrounded by developmentally appropriate materials and activities accustomed to engaging in activities on their own. Gradually, this results in a habit of initiative – an essential quality in leadership. "Ground Rules" in the classroom call for completing a task once begun. This "completion expectation" gradually results in a habit of persistence.

4. Reflection and Evaluation

- Multi-age classrooms are designed to facilitate peer learning and self-reflection in an environment where observation happens naturally. The security created allows for evaluation of self and peers' learning.

Social / Interpersonal Skills

The multi-age groupings create a sense of community within the classroom. This community develops avenues for students to build the following skills:

1. Citizenship
 - This community setting forms a sense of 'belonging'. From this belonging students can identify personal placement in the functioning of this group.
2. Collaboration
 - The ability to work effectively with others in intellectual endeavors, and to work cooperatively in groups encountering diverse perspectives, is addressed in the Montessori classroom on a daily basis.
3. Conflict Resolution
 - Conflict resolution techniques are learned and practiced effectively in the classroom and within the overall school environment by engaging in the process of responsible, compassionate peer relations, guided by respect. The strong community member skills mastered in the classroom will be expanded into a sense of belonging throughout the school as a whole through inter-classroom collaborative projects. Other projects will be community-outreach based and teach awareness and understanding of the school's place in the community. Applying this awareness and these skills will develop productive citizens of today's world.

Goals, Actions, and Outcomes in the State Priorities

MMCA has clearly defined schoolwide and subgroup goals, actions, and outcomes in compliance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B) and 52060(d).

As a part of the Local Control and Accountability Plan ("LCAP") process, the MMCA Board of Directors commits to developing multi-year LCAP plans for strategic purposes. The ultimate goal of the LCAP is to support the Mission and Vision of the Charter School. LCAPs are intended as 'living' documents with annual updates that can be changed frequently at the MMCA Board's discretion.

The LCAP shall not be deemed part of the Charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the Charter" as defined by Education Code Section 47607. MMCA shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before June 30 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

MMCA will work to ensure that it creates and updates its plans and goals accordingly within its LCAPs. The following chart delineates the basic state priorities and how MMCA will respond to each.

State Priority #1 - Basic Services

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)).

| School Topic | Method of Assessment | Person(s) Responsible |
|--|--|--|
| <p>Teacher Qualifications</p> <p>All teaching candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)</p> | <p>Credential verification with CTC</p> | <p>Executive Director Business Manager</p> |
| <p>Standards-aligned instructional materials</p> <p>Instructional materials and curriculum, including Montessori materials, will be aligned to Common Core Standards</p> | <p>The Executive Director will review all instructional materials, including Montessori materials, before purchase and will complete an annual audit of the materials in the classroom and will replace items that are in disrepair or missing</p> | <p>Executive Director</p> |
| <p>School Facilities are Maintained in Good Repair</p> <p>Facilities will be clean and well-maintained to ensure learning as a priority; MMCA will promote the safety and security of the school</p> | <p>Custodial & Grounds staff will monitor the cleanliness and safety of the school</p> | <p>Lead Custodian and Groundskeeper</p> |

State Priority #2 – Implementation of Common Core State Standards

MMCA will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

| School Action | Method of Assessment | Person(s) Responsible |
|---|--|---|
| <p>CCSS Implementation</p> <p>The Executive Director will work with the teaching team to review and update the curriculum alignment, as necessary, and identify elements of CCSS to guide professional development / training</p> | <p>The curriculum plans will be fully aligned with the CCSS; Professional development agendas and participation rosters will be documented</p> | <p>Executive Director Instructional Staff</p> |
| <p>EL Students & Academic Content Knowledge</p> <p>Teachers with ELD certifications will utilize Montessori and ‘traditional’ materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner</p> | <p>EL student performance on the CAASPP statewide assessments; ELPAC Assessments; teacher assessments; classroom-based progress reports and report cards</p> | <p>Intervention Teacher / ELPAC Coordinator</p> |
| <p>EL Students & English Language Proficiency</p> <p>English Language Learner’s individual work plans will reflect the student being mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and English Language content with CLAD certified teachers and support from a pull-out Intervention Specialist</p> | <p>Student performance on ELPAC Assessment, EL reclassification documentation</p> | <p>Intervention Teacher</p> |

State Priority #3 – Parental Involvement

Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

| School Action | Method of Assessment | Person(s) Responsible |
|---|---|---|
| <p>Achieving & Maintaining Parental Involvement</p> <p>Parents are provided numerous opportunities to serve our school community, including both on-site and off-site opportunities</p> | <p>Volunteer hour tracking documentation</p> | <p>Volunteer Hours Coordinator; PTA Liaison</p> |
| <p>Promoting Parent Participation</p> <p>School administration will work with the parent community to recruit parents to the Board of Directors, the PTA and our other Volunteer-led committees via school Flyers, newsletters and communication, and through parent meetings/events</p> | <p>Governing Board Minutes, PTA Minutes and event logs will track volunteer participation at the leadership levels.</p> | <p>Board of Directors Communications Officer, PTA Secretary, Executive Director</p> |

State Priority #4 – Student Achievement

MMCA will meet or exceed the same accountability standards as the home school districts of its students for pupil achievement, as measured by all of the following as applicable to a K-8th grade school:

| School Action | Method of Assessment | Person(s) Responsible |
|---|---|------------------------------|
| <p>Measurement of Academic Performance on Statewide Assessments</p> | <p>Comparing MMCA scores on state-based assessments vs. the feeder school districts</p> | <p>Executive Director</p> |
| <p>Dashboard</p> | <p>Comparing Dashboard color levels vs. feeder school districts' levels</p> | <p>Executive Director</p> |
| <p>Percentage of ELs who make progress towards English Language Proficiency as measured by ELPAC</p> | <p>Student results on appropriate EL assessments</p> | <p>Intervention Teacher</p> |
| <p>EL Reclassification Rate</p> | <p>Student results on appropriate EL assessments</p> | <p>Intervention Teacher</p> |

State Priority #5 – Student Engagement

MMCA will meet or exceed the same accountability standards as the home school districts of its students regarding pupil engagement, as measured by School Attendance rates, chronic absenteeism rates, and middle school dropout rates.

| School Action | Method of Assessment | Person(s) Responsible |
|---|---|------------------------------|
| School Attendance Rates Communicating the importance of attendance with our families via multiple means | Attendance Reporting | Business Manager |
| Chronic Absenteeism rates Parents will be informed of chronic absences and/or tardies as specified by MMCA Policy | Attendance Reporting | Business Manager |
| Middle School Dropout Rates Increase after school activities and opportunities for at-risk students | Attendance Reporting and participation rates. | Business Manager |

State Priority #6 – School Climate

MMCA will meet the same accountability standards as the home school districts of its students regarding school climate, as measured by pupil suspension rates, pupil expulsion rates, and other local measures.

| School Action | Method of Assessment | Person(s) Responsible |
|--|--|--------------------------------------|
| <p>Pupil Suspension rates</p> <p>Students will be taught conflict resolution skills to help mediate problems. Proactive behavioral strategies, including parent collaboration, will be embraced</p> | Annual Suspension Rate data. | Business Manager, Executive Director |
| <p>Pupil Expulsion rates</p> <p>Students will be taught conflict resolution skills to help mediate problems. Proactive behavioral strategies, including parent collaboration, will be embraced</p> | Annual Expulsion Rate data. | Business Manager, Executive Director |
| <p>Other Local measures</p> <p>Promote a Safe and Caring School Environment via a character education program</p> | Student participation in events; student climate surveys | Instructional Staff |

State Priority #7 – Course Access

MMCA will meet or exceed the same accountability standards as the home school districts of its students with regards to 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 and students with exceptional needs. Broad course of study is as defined by the Governing Board and seen throughout MMCA’s original charter petition.

| School Action | Method of Assessment | Person(s) Responsible |
|---|---|---|
| The Executive Director and Instructional Staff will ensure that the Subject matter offering for each grade level will provide a broad course of study for all students, including subgroups | Report Cards, Teacher Class Scope and Sequence Reports by Subject, etc. | Executive Director, Instructional Staff |
| MMCA will provide all students with access to digital learning tools and curriculum | Subscription data, computer counts | I.T. Staff, Executive Director |
| MMCA will provide all students with access to enrichment curriculum, including music and performing arts based instruction, Garden, Spanish and Sign Language Docents, PE and Teen CERT and Character Education | Report cards, student and parental feedback metrics, portfolios, etc. | Instructional Staff, Executive Director |

State Priority #8 – Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards aligned with the state’s priorities detailed in E.C. 51220. Individual performance goals will be established for each student at the beginning of each year based on that student’s individual assessment data.

| School Action | Method of Assessment | Person(s) Responsible |
|--|--|------------------------------|
| <p>ELA</p> <p>MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of ELA</p> | <p>State-based assessment data; local assessment data</p> | <p>Instructional Staff</p> |
| <p>Math</p> <p>MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Math</p> | <p>State-based assessment data; local assessment data</p> | <p>Instructional Staff</p> |
| <p>Social Studies</p> <p>MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Social Studies</p> | <p>Local assessment data</p> | <p>Instructional Staff</p> |
| <p>Science</p> <p>MMCA students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science</p> | <p>State-based assessment data; local assessment data</p> | <p>Instructional Staff</p> |
| <p>VAPA</p> <p>MMCA will utilize an Art Docent, performing arts, drama, music and electives program to</p> | <p>Report cards, classroom curricular scope & sequences, parent & student feedback</p> | <p>Instructional Staff</p> |

| | | |
|--|---|---------------------|
| expose its students to VAPA oriented topics | | |
| <p align="center">PE</p> <p>MMCA students will participate in age appropriate PE that focuses on fine and gross motor skill development and teamwork</p> | Report cards, classroom curricular scope & sequences, parent & student feedback | Instructional Staff |
| <p align="center">Health</p> <p>MMCA students will have access to age appropriate health curriculum</p> | Report cards, classroom curricular scope & sequences, parent & student feedback | Instructional Staff |
| <p align="center">Foreign Language</p> <p>MMCA students will have access to Spanish Docents and curriculum</p> | Report cards, classroom curricular scope & sequences, parent & student feedback | Instructional Staff |
| <p align="center">Character Education</p> <p>MMCA students will learn age appropriate grace and courtesy and conflict resolution skills through our character education program</p> | | Instructional Staff |

5. METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

MMCA shall adhere to all state testing requirements and any revisions to the Education Code that are applicable to charter schools. As established in the previous section, MMCA will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

Pupil Outcomes

The student will be assessed using a variety of methods that include the following:

- Standardized tests, including required state assessment tests
- Formalized assessment in core subject areas (language arts and mathematics) four times per year by classroom teachers to ensure proper ability group placement for individualized instruction
- Portfolios and handmade books
- Informal oral exams
- Demonstration of mastery using manipulative materials
- Demonstration of mastery by peer teaching
- Formal presentation to the class of projects and reports
- Written evaluations by staff via detailed standards-based trimester report cards of level regarding academic mastery and behavior (personal development)
- Self-Assessments - Reflection on both long and short term planning for Individual Learning Plan

School-wide Outcomes

State Standards

MMCA is dedicated to documenting student achievement of the State Standards each year in its core subjects. MMCA will use an integrated standards-based report card for all of its students.

State Standardized Testing

It is the goal of MMCA to have all its students show measurable growth each academic year, as evidenced by scores on the state’s standardized test program (CAASPP).

Attendance

It is the goal of MMCA to exceed the District average for student attendance.

Dashboard

It is the goal of MMCA for all schoolwide groups as categorized on the Dashboard to be ‘blue’ or ‘green.’

Methods of Measurement of Pupil Outcomes

| Outcome | Method(s) of Measurement |
|-----------------------------|---|
| State Content Standards | CAASSP Testing, Internal and External Assessments (example IXL), Standardized Report Cards, Teacher Records, Work Samples, Portfolios |
| Standardized Testing Growth | CAASSP, ELPAC |
| Attendance | Attendance records |
| California Dashboard | Color Levels within Dashboard, as well as the ‘rate of growth’ metric for ELA and MATH student performance |

Use and Reporting of Data

Staff will receive data on student achievement during regularly scheduled staff meetings and will use this data to help monitor and improve MMCA’s education program.

Parents and guardians will receive data on student achievements at least three times per year on standards-based report cards. Additional correspondence will be provided when necessary.

Reporting Data to School District

MMCA will share with RUSD all of the information and data available via the Dashboard reports, MMCA’s “five by five” reports, and MMCA’s School Accountability Report Card (“SARC”) report annually.

6. 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(c)(5)(D)

Legal Status

The organizational design of the governance structure of the Charter School reflects the vision of an educational community with the core values of strong parental involvement and participation. The governance structure includes administrative guidance from the sponsoring school district, governance by an elected Governing Board and participation by corresponding standing and special committees.

Organizational Entity status

MMCA is a directly funded independent charter school and will be operated as a California nonprofit public benefit corporation, pursuant to California law. Evidence of the Charter School’s incorporation can be found at Appendix D, “Evidence of Organization’s 501(c)(3) Incorporation.”

District Relationship

MMCA will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and MMCA.

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Bylaws

The MMCA Board of Directors shall govern by adherence to its Bylaws. At a minimum, the Bylaws shall contain the following:

1. The means by which Governing Board Members are to be nominated, selected, and removed from office;
2. The duration of each Governing Board member's term of office;
3. The method by which Governing Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Governing Board;
5. The procedure by which Bylaws may be amended.

A copy of the current Bylaws is included as *Appendix G, “MMCA Bylaws.”*

Governing Board

MMCA will be governed by a Governing Board (“Board” or “Governing Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board shall have no fewer than five and no more than twelve members. All members shall be designated by the existing Governing Board. All members are to be designated at the corporation’s annual meeting of the Board. The Board consists of parent representatives, teachers, and community members. In addition, the District reserves the right to appoint a single representative to the Governing Board pursuant to Education Code section 47604(c). All Governing Board meetings shall be conducted according to the terms of the Brown Act and Education Code Section 47604.1. The Governing Board will comply with the Political Reform Act and Section 1090, as set forth in Education Code Section 47604.1. At a minimum, the duties and responsibilities of the Governing Board shall include the following:

1. Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
2. Approval of major contracts;
3. Approval of Bylaws, resolutions, and Board policies;
4. Approval of all changes to the Charter School’s charter to be submitted as necessary in accordance with applicable law;
5. Long-term strategic planning for the Charter School;
6. Participation as necessary in dispute resolution;
7. Monitoring academic and organizational performance;
8. Hiring, supervision, evaluation, and termination of the Executive Director;
9. Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
10. Monitoring the fiscal solvency of the Charter School;
11. Participation in the Charter School’s independent fiscal audit;
12. Participation as necessary in student expulsion matters; and
13. Increasing public awareness of the Charter School.

Conflict of Interest Policy

Articles IX and X of the MMCA Board of Director Bylaws specifies the organization’s Conflicts of Interest Policy, and is available in *Appendix G*.

MMCA’s Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

Executive Director

Day to day administration of MMCA is managed by the Executive Director (also known as “Principal” or “Administrator”), and to the extent practical, in collaboration with teams of students, parents, teachers and administrators. The Business Officer reports to the Executive Director. The Executive Director may create committees as needed.

Examples of committees include:

1. Facilities (includes site and equipment)
2. Finance (includes budget and funding)
3. Fundraising (includes grants and donations)
4. Program (includes curriculum, assessment, and materials)
5. Personnel/Teacher Staffing
6. Marketing/Public Relations
7. Policy Development/Governance
8. Parent Association/Student Enrichment
9. Before and After Child Care
10. Legal (includes legislation)

Parental Involvement

MMCA will encourage families to give of their time to promote the success of the Charter School and its programs. MMCA will work with the parent association to develop parent involvement policies and strategies. No child will be excluded from MMCA or any school activities due to the failure of his or her parent or legal guardian to participate.

Parent involvement includes the following:

1. Participation in the development of the Individual Learning Plans
2. Participation with homework and support weekly learning assignments
3. Attendance at Parent Association meetings/educational meetings three (3) times per year
4. Attendance for progress report meetings with the teacher
5. Requesting forty hours of service to MMCA. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, volunteering in the classroom, the office or on the playground, assisting with an after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends.

Indemnity Clause for MMCA and RUSD

Maria Montessori Charter Academy shall indemnify, defend and hold harmless the Rocklin Unified School District, its Board, officers, employees and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of Maria Montessori Charter Academy, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Rocklin Unified School District, its Board, officers, employees or agents.

The Rocklin Unified School District shall indemnify, defend and hold harmless Maria Montessori Charter Academy, its Board, officers, employees and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of the Rocklin Unified School District, its Board, officers,

employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Maria Montessori Charter Academy, its Board, officers, employees or agents.

Current MMCA Board of Directors with Term Expiration Dates

| Member | Position | Term Expiration Date |
|------------------|------------------------|-----------------------------|
| Ryan Leckey | President | December 2027 |
| Jacob Boyce | Vice President | December 2027 |
| Jennifer Collins | Communications Officer | December 2027 |
| Jessica Hodge | Member at large | December 2026 |
| Carlos Nieto | Member at large | December 2027 |
| Michelle Whitten | Member at large | December 2026 |
| Adrienne Garcia | Teacher Representative | December 2026 |
| Carol Royal | Teacher Representative | December 2026 |

7. EMPLOYEE QUALIFICATIONS

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

Administrators

The Administrators of MMCA shall possess leadership and organizational abilities and a comprehensive educational vision that is consistent with the Charter School's commitment to the Montessori educational philosophy.

Teachers

Teachers are pivotal to student success at MMCA. The teacher’s ability to closely observe the child enables them to create the proper environment and to support the child’s inner developmental timeline and will preserve their sense of wonder and excitement toward learning. MMCA shall ensure that teachers meet the requirements for employment set forth in Education Code Section 47605(I). Teachers in MMCA shall hold the CTC certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at MMCA and are subject to periodic inspection by the District. MMCA recognizes the need for balance between years of experience in the Montessori method and California certification and will meet the requirements of the state while pursuing the Montessori methodology in the classroom. MMCA will attempt to create opportunities for professional development for teachers and other staff, including supplemental training in the Montessori methodology.

MMCA’s “general education” classrooms will typically be led by teachers with multi-subject credentials, who can teach core subjects, which at MMCA may include:

- Language Studies & Literature: Including reading, writing, grammar, and oral communication.
- Mathematics: Covering algebra, geometry, and number systems.
- Science: Encompassing both life and physical sciences.
- History & Social Studies: Including U.S. history, world history, and geography.
- Visual & Performing Arts: Specifically art, music, theater, and dance.
- Physical Education: Health and physical activity instruction.
- Human Development: The physical, social, and psychological growth of children, including character education and social emotional learning (‘SEL’).

MMCA’s “Learning Center” classroom will include teachers with Multi-subject and Education Specialist credentials to support students in special education and general education students needing intervention support. The Learning Center also includes an SLP Teacher and an OT. Additionally, a School Psychologist, Adaptive PE teacher, DHH teacher and School Nurse also support student learning, and all have the appropriate credentials.

For the 2025-2026 school year, MMCA has (18) multi-subject credentialed teachers within its general education classrooms and (2) Education Specialist Credentialed Teachers (one of which also has a multi-subject credential) within its Learning Center.

Other Instructors

Under the direct supervision of a teacher, MMCA may also employ or retain non-certified instructional staff in the case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in supporting students. For MMCA, this may include Docents with our Garden, Art, Music, Teen CERT, and character education programs.

Support Staff

MMCA will retain and employ non-instructional staff who possess the experience and expertise appropriate for the position as outlined in the Charter School's staffing plan and personnel policies.

Typical support staff at MMCA includes Instructional Aides, Lunch Supervisors, Before/Aftercare Program Leads and Assistants, Food service, custodial / grounds / maintenance staff, and office based clerical and business support staff

All employees at MMCA will be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 and 45125.1 prior to the start of employment at MMCA. When MMCA has open positions, the school typically uses job posting services like EdJoin or Indeed. Job descriptions are included with any job posting and are also available at the school's office.

8. HEALTH and SAFETY PROCEDURES

Governing Law: “The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.” Education Code Section 47605(c)(5)(F)*

Health, Safety, and Emergency Plan

In order to provide safety for all students and staff, MMCA has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. MMCA shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of MMCA.

Family Educational Rights and Privacy Act

MMCA, including its employees and officers, shall comply with FERPA and Education Code Section 49060 et seq. at all times.

Procedures for Background Checks

Employees and contractors of MMCA will be required to submit to a criminal background check and to furnish the Charter School with 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. MMCA 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 Executive Director of MMCA shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. 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.

MMCA shall maintain on file and available for inspection evidence that:

1. MMCA has performed criminal background checks and cleared for employment all employees prior to employment,

2. MMCA has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students.

MMCA shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Upon a student's admission or advancement to 6th grade, MMCA shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

MMCA will adhere to Education Code Section 49423 and any attendant regulations regarding administration of medication in school. MMCA will adhere to Education Code 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), MMCA shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent MMCA maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. MMCA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Safe Place to Learn Act

MMCA shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et seq.

The Charter Schools' Custodian of Records, per California Department of Justice for employee clearances, is the Superintendent.

Drug Free, Alcohol Free, Smoke/Vape Free Environment

MMCA shall function as a drug, alcohol, and smoke-free environment.

Vision, Hearing, and Scoliosis

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

Diabetes

MMCA shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. MMCA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes
- A description of the risk factors and warning signs associated with type 2 diabetes
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
- A description of treatments and prevention methods of type 2 diabetes
- A description of the different types of diabetes screening tests available

Blood-borne Pathogens

MMCA shall meet all state and federal standards regarding blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and the hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injuries or accidents, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

MMCA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. MMCA agrees to test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in operable conditions at all times. MMCA conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

MMCA 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, childbirth 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. MMCA has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School, including employee-to-employee, employee-to-student, and student-to-employee misconduct. Misconduct of this nature is very serious and will be addressed in accordance with MMCA's anti-discrimination and harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Uniform Complaint Procedures

MMCA utilizes a complaint and investigation procedure, including a Uniform Complaint Policy and Procedures, in addition to all Title IX, Harassment, Intimidation, Discrimination, and Bullying Policies to centralize the receipt of all complaints received by the Charter School. The Uniform Complaint Policy and Procedures complies with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations Title 5, Sections 4600 *et seq.* The Executive Director is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

All Gender Restrooms

On or before July 1, 2026, MMCA shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked,

unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. MMCA shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Suicide Prevention Policy

MMCA has adopted a policy on student suicide prevention in accordance with Education Code Section 215. MMCA shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), MMCA will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Menstrual Products

MMCA shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. MMCA shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Meals

MMCA shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

MMCA shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if MMCA provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtime, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. MMCA shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

School Safety Plan

MMCA shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures
3. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teacher of dangerous students pursuant to Education Code Section 49079
5. A discrimination and harassment policy consistent with education code section 200
6. Provisions of any school wide dress code that prohibits students from wearing "gang related apparel" if applicable
7. Procedures for safe ingress and egress of pupils, parents, and employees to and from MMCA
8. A Safe and orderly environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to education code sections 35291, 35291.5, and 47605
10. Procedures for conducting tactical responses to criminal incidents
11. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life threatening medical emergency while on school grounds
14. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

MMCA shall develop an instructional continuity plan, consistent with Education Code Section 32282 (a)(3), to establish communication with students and their families and provide instruction

to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

MMCA shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

MMCA shall adopt procedures for preventing acts of bullying, including cyberbullying. MMCA shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, MMCA shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Safety Act

Pursuant to AB 1955 (2024), employees of MMCA shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

MMCA shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, MMCA shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

MMCA shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

MMCA shall comply with the requirements of Education Code Section 39875, if applicable, relating to background checks and testing for individuals providing paid transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, MMCA will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Sexual Harassment

MMCA 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, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, 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. MMCA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with MMCA's anti-discrimination and harassment policies.

MMCA will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

MMCA shall develop a written policy on sexual harassment and to display that policy in a prominent location in the main administrative building or other area of the educational institution's campus or school site. MMCA shall provide the policy to students as part of any orientation program conducted for new or continuing students at the beginning of each quarter, semester, or summer session and, as applicable. Any form of sexual harassment is considered serious and will be addressed in accordance with the Charter School sexual harassment policy, which is included within **“Appendix F, School Safety Plan.”**

Prevention of Human Trafficking

MMCA shall identify and implement the most appropriate methods of informing parents and guardians of students in Grades 6-8 of human trafficking prevention resources.

California Healthy Youth Act

MMCA shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If MMCA offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education code Section 51925, et seq.

Tribal Regalia/Objects of Religious or Cultural Significance

MMCA shall allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by the charter school and may, under specific circumstances as set forth in the law, limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Public School Fair Debt Collection Act

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, MMCA shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collectors.

Migratory Children

MMCA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. MMCA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

9. STUDENT POPULATION BALANCE

Governing Law: “The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G)

Outreach Efforts to Attain Racial and Ethnic, Special Education, and English Learner Balance

MMCA is committed to achieving a student population whose demographics mimic that of the general population residing within the territorial jurisdiction of the Rocklin Unified School District. The Charter School will promote itself in a variety of venues across counties to help ensure the broadest possible pools for the annual lottery.

To promote its program, MMCA will:

- participate in community events;
- MMCA will regularly offer school tours for all families interested in the school.
- MMCA will promote its program with Montessori preschools throughout the region.

With regards to its enrollment process, MMCA will:

- Promote its enrollment timeline on its website for all of its prospective families.
- MMCA will utilize a simple enrollment application that is non-discriminatory and does not ‘prescreen’ students in any way

MMCA has an established history of being one of the more ethnically diverse schools in the Rocklin region. According to the California Department of Education, MMCA’s “Ethnic Diversity Index” for the 2024-2025 school year was 54. By comparison, Rocklin Unified’s “EDI” was 52, and Placer County’s was 49. With regards to Special Education identification, MMCA’s enrollment is historically 14% SpEd identified (vs. 13% Rocklin Unified and 11% Placer County). With regards to EL students, last year MMCA had approximately 5.3% EL students (vs. Rocklin Unified 5.6% and 8.5% Placer County).

10. ADMISSION POLICIES and PROCEDURES

Governing Law: Admission policies and procedures, consistent with Education Code Section 47605(e) and Education Code Section 47605(c)(5)(H)

MMCA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. MMCA will comply with all laws establishing the minimum and maximum age for public school attendance in charter schools. Except as provided in the case of a public random drawing, admission to MMCA shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

MMCA shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

In accordance with Education Code Section 47605(e)(4)(A), MMCA shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), MMCA shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), MMCA shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

MMCA shall require students who wish to attend the Charter School to complete an application form. Although not required for admission, MMCA strongly encourages parents/guardians of applicants to attend one school orientation meeting or school tour with the Executive Director of MMCA. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form

- Proof of minimum age requirements, (ex. birth certificate)
- Release of records²

Applications will be accepted during a publicly advertised open enrollment period each Fall/Winter 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, MMCA will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (this would include students enrolled in MMCA, approved as authorized by the Rocklin Unified School District) who are guaranteed admission in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority:

1. Children of MMCA staff
2. Siblings of students admitted to or attending MMCA
3. Students with at least one year of previous Montessori experience
4. Rocklin Unified School District residents
5. Placer County residents
6. All other applicants

MMCA will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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 wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on MMCA's website. Public notice for the date and time of the public random drawing

² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

will also be posted once the application deadline has passed. MMCA will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date.

11. ANNUAL INDEPENDENT FINANCIAL AUDITS

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

The Maria Montessori Charter Academy will facilitate an annual independent audit of the Charter School's financial affairs, consistent with Education Code Sections 47605(c)(5)(I) and 47605(m). The MMCA Board will select and oversee an independent auditor with a CPA and education audit experience. The auditor will be approved by the State Controller on its published list of education audit providers.

The audit will verify the accuracy of MMCA'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 applicable to MMCA and in accordance with the State Controller's K-12 audit guide as applicable to charter schools. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. MMCA's Executive Director along with an audit committee will review any audit exceptions or deficiencies and report to the MMCA Board with recommendations on how to resolve them. If there are any audit exceptions or deficiencies found in the annual audit report, the MMCA Board will submit a report to the District by March 15th of the subsequent year describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, 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 MMCA is a public record to be provided to the public upon request.

12. SUSPENSION and EXPULSION PROCEDURES

Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian Child, as defined in section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, the homeless child’s educational rights holder,

the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code Section 47605(c)(5)(J)

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at MMCA. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, MMCA has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal.

The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. MMCA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as MMCA's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. MMCA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this 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.

MMCA administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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

A student identified as an individual with disabilities or for whom MMCA has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. MMCA will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom MMCA has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by MMCA for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, MMCA shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until MMCA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in below:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

³ MMCA shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

- Students who present an immediate threat to the health and safety of others may also be suspended or expelled

Administrators follow the lists of enumerated offenses below to determine when expulsion of a student is deemed mandatory, expected, or at administrator's discretion.

Must Recommend Expulsion (non-discretionary)

- A. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence
- B. Brandished a knife at another person
- C. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq
- D. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate

- A. Causing serious physical injury to another person, except in self- defense
- B. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis
- C. Robbery or extortion
- D. Assault or battery, or threat of, on a school employee

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

May Recommend for Expulsion (Discretionary)

- A. Inflicted physical injury; assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee
- B. Possessed dangerous objects
- C. Possessed drugs or alcohol (policy determines which offense)
- D. Sold look-alike substance representing drugs or alcohol
- E. Committed robbery/extortion
- F. Caused damage to property
- G. Committed theft

- H. Used tobacco (policy determines which offense)
- I. Committed obscenity/profanity/vulgarity
- J. Possessed or sold drug paraphernalia
- K. Knowingly received stolen property
- L. Possessed imitation firearm
- M. Committed sexual harassment
- N. Harassed, threatened or intimidated a student witness
- O. Sold prescription drug Soma
- P. Committed hazing
- Q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- R. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

May be Recommended for Suspension

- A. Caused, attempted to cause, or threatened to cause physical injury to another person
- B. Willfully used force or violence upon another person
- C. Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
- E. Committed or attempted to commit robbery or extortion
- F. Caused or attempted to cause damage to school property or private property
- G. Stolen or attempted to steal school property or private property
- H. Possessed or used tobacco, or any products containing tobacco or nicotine products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure
- 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
- K. Knowingly received stolen school property or private property
- L. Possessed an imitation firearm
- M. Committed or attempted to commit a sexual assault or committed a sexual battery
- N. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding

In-School Suspension

1. The intent is to encourage alternatives to off-campus suspension that led to resolution of student misconduct without sending students off campus.
2. In-school suspension allows the Charter School to:
 - a. Remove the disruptive student from the general student body
 - b. Consider student as being present for ADA purposes
 - c. Reduce the number of out-of-school suspensions

Students may be assigned by the Executive Director to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence; engaged in harassment, threats, or intimidation against a pupil or group of pupils or school personnel; or made terroristic threats against school officials or school property, or both) are precluded by law for in- school suspension.

Guidelines for Supervised Suspension Classroom

- At the time a student is assigned to a supervised suspension classroom, the Charter School Executive Director shall notify, in person or by phone, the student's parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- A student who is serving an in-school suspension will be provided with appropriate counseling services for the day.
- Students with disabilities shall be provided with supports and services as described in their IEP.

Authority to Suspend

The Executive Director has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Executive Director. The pupil will be sent to the Executive Director or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

- Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Executive Director.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

In an emergency situation, a conference may be omitted, if there is a clear and present danger to the lives, safety, or health of students or Charter School personnel.

Suspension Notification

At the time of the suspension, the office manager will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice will also state the date and time when the pupil may return to school. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the Executive Director pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.
- The student and the student's guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing based on if
 - (1) the student's presence will be disruptive to the education process, or
 - (2) the student poses a threat or danger to others.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A pupil may be expelled by the Expulsion Panel which consists of at least one certificated employee and the Executive Director, following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the Charter School if not expelled.

Expulsion Procedures

Upon recommendation of expulsion by the Executive Director, the pupil and pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the Executive Director upon either of the following determinations:

1. The pupil's presence will be disruptive to the education process
2. The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The Charter School will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

The expulsion hearing will be presided over by the Expulsion panel, and the outcome will be reported to the Board of Directors.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the disciplinary rules, which relate to the alleged violation.
4. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the Charter School to any other school district or school to which the pupil seeks enrollment.
5. An explanation of the opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.

6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness' use and breaks during the hearing, provide testimony during school hours
- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded
- Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have their testimony heard in a closed session or alternative methods videotaped, etc

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses which the expulsion 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The Executive Director's recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the

expulsion. The final decision by the Expulsion Panel shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The Executive Director, following a decision of the Expulsion Panel to expel, shall send written notice of expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
3. Notice of the pupil or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with MMCA.
4. Effective date of the expulsion.
5. The date that the student will be reviewed for readmission.

Prior to the recommendation to suspend or expel a pupil, the Executive Director or designee shall notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

1. Assault with a deadly weapon (Penal Code Section 245);
2. Possession or sale of narcotics or a controlled substance;
3. Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
4. Possession of a dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another LEA, all information must be provided to MMCA for review. MMCA's Executive Director will determine if enrollment will be granted.

Rehabilitation Plans

Pupils who are expelled from MMCA shall be given a rehabilitation plan upon expulsion as developed by MMCA's Executive Director at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the MMCA Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine

whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The student's readmission is also contingent upon MMCA's capacity at the time the student seeks readmission or admission to the Charter School.

Suspension or Expulsion of Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, MMCA will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, MMCA's Executive Director will convene a manifestation determination meeting to determine if the student's misconduct was caused by, or directly and substantially related to the student's disability and was the misconduct a direct result of MMCA's failure to implement the 504 Plan or IEP. MMCA shall also notify its SELPA of the proceedings.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

Procedural Safeguards/Manifestation Determination

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

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MMCA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and MMCA agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

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

Special Circumstances

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

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

1. 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;

2. 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
3. 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.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated MMCA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if MMCA had knowledge that the student was disabled before the behavior occurred.

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

1. 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 MMCA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other MMCA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other MMCA supervisory personnel.

If MMCA 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 children with disabilities, including the right to stay-put.

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

MMCA 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.

Gun Free Schools Act

MMCA shall comply with the federal Gun Free Schools Act.

13. RETIREMENT COVERAGE

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

Eligible employees at MMCA shall participate in CalSTRS, CalPERS and the federal social security system as applicable to the position. MMCA shall inform all applicants for positions within the Charter School of the retirement system options for employees of MMCA.

14. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend MMCA. Students who reside within the District who choose not to attend MMCA may attend school within their school of residence according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in MMCA will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

15. EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at MMCA. Employees of the District who choose to leave the employment of the District to work at MMCA will have no automatic rights of return to the District after employment by MMCA, unless specifically granted by the District through a leave of absence or other agreement.

Employment by MMCA provides no rights of employment at any other entity, including any rights in the case of closure of MMCA.

16. DISPUTE RESOLUTION PROCEDURES

Governing Law: “The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Education Code Section 47605(c)(5)(N)

Nothing within the following dispute resolution process is intended to impede the District’s ability to proceed with any revocation proceedings.

Disputes Between the District and the School

MMCA and RUSD will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between MMCA and the District, the Board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent and Executive Director of MMCA.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two (2) additional parties from their respective organizations who shall jointly meet with the Superintendent and Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director shall agree to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director. Mediation shall be held as soon as reasonably possible, but no later than 60 days from the beginning of the search for the mediator. The costs of mediation shall be split between the District and the Charter School. All timelines in this section may be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

All disputes involving MMCA shall be resolved by the Charter School according to the Charter School’s own internal policies. RUSD shall not be involved with internal disputes of MMCA unless:

- a. MMCA requests District involvement;
- b. it is legally required; or
- c. the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

17. SCHOOL CLOSURE PROCEDURES

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

The following procedures shall apply in the event the MMCA closes. The nonprofit public benefit corporation will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The following procedures apply regardless of the reason for closure.

Closure of MMCA will be documented by official action of the Governing Board of MMCA. The action will identify the reason for closure. RUSD and MMCA shall utilize its best efforts to avoid a mid-year closure of the Charter School.

MMCA will promptly notify parents and students of the Charter School, the District, the Placer County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter 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 pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

As applicable, MMCA will provide parents, students and/or the District with 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 FERPA.

As soon as reasonably practical, MMCA will prepare final financial records as required by the Education Code and this charter. The nonprofit corporation will also have an independent audit completed as soon as reasonably practical, which should occur no more than six months after closure, and will include an accounting of all MMCA’s assets, including cash and accounts receivable and an inventory of property, equipment and supplies as well as an accounting of MMCA’s liabilities. MMCA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the MMCA Board of Directors and will be provided to the District promptly upon its completion.

On closure of MMCA, all liabilities and assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MMCA, remain the sole property of the nonprofit corporation that is operating the Charter School. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the

Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. The nonprofit corporation shall develop a plan for the repayment of any liabilities and the disbursement of the assets of the Charter School. Upon closure of MMCA, the nonprofit public benefit corporation shall remain solely responsible for all assets and liabilities arising from the operation of the Charter School.

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

MMCA will utilize its reserve funds to undertake any expenses associated with the closure procedures identified above.

18. ADDITIONAL PROVISIONS

Budget and Financial Provisions

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(h)

Attached as Appendix J and Appendix K, please find the following documents:

- J. Financial Information
 - a. [FY 2025 Audited Financial Statements](#)
 - b. [FY 2024 Audited Financial Statements](#)
 - c. [FY 2023 Audited Financial Statements](#)
 - d. [FY 2026 Adopted Budget, including narrative, statement of cash flows and three year projections](#)

- K. Copy of Agreement with [“Charter School Business Services”](#), MMCA’s back office services provider

MMCA shall provide reports to the District as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
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 the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Insurance

MMCA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar

purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

The Charter School shall provide evidence of the above insurance coverage to the District.

Administrative Services

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

The Maria Montessori Charter Academy has chosen to contract with Charter School Business Services (“CSBS”) for back-office business services and support to the school. A copy of the contract with CSBS, which details the services to be provided, is available as **Appendix K**.

Facilities

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

The Maria Montessori Charter Academy will operate at its facility located on 1850 Wildcat Blvd. in Rocklin, CA.

Potential Civil Liability Effects

Governing Law: “Potential civil liability effects, if any, upon the charter school and upon the school district.” Education Code Section 47605(h).

Pursuant to Education Code Section 47604(d), the Rocklin Unified School District in performing its oversight of the Maria Montessori Charter Academy, as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

Appendix A: Signature Pages for Parents

NOT APPLICABLE FOR CHARTER PETITION RENEWALS

Appendix B: Signature Page for Teachers

NOT APPLICABLE FOR CHARTER PETITION RENEWALS

Appendix C: MMCA 2025-2026 Calendar with Bell Schedule

https://www.mmcharter.org/files/ugd/4b8266_9c632049acee44e197229139ef880560.pdf

Maria Montessori Charter Academy 2025-2026 School Calendar

August

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

September

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

October

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |



<https://www.mmcharter.org/>

November

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

December

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

January

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

February

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

March

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

April

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

May

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

June

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| | First Day | Last Day | Total Days |
|-----------|-----------|----------|------------|
| Students: | Aug 14 | June 3 | 175 |
| Teachers: | Aug 11 | June 4 | 180 |

MINIMUM DAYS

First Days of School: August 14/15, 2025
Back to School Night: August 20, 2025

Goal Setting Conferences: October 6 - 8, 2025

Spring Conferences: March 10 - 12, 2026

Mock Disaster: May 1, 2026

Open House: May 20, 2026

Last Day of School: June 3, 2026

NO SCHOOL

Staff Work Days: August 11 - 13, 2025; June 4, 2026

Labor Day: September 1, 2025

Teacher Inservice Day: Oct. 9, 2025

Fall Break: October 10, 2025

Veteran's Day (observed): November 10/11, 2025

Thanksgiving Break: November 24 - 28, 2025

Winter Break: December 19, 2025 - Jan. 2, 2026

MLK Jr. Day: January 19, 2026

President's Week: February 16 - 20, 2026

Public Safety (PS) Days*: March 13/April 6, 2026

Spring Break: March 30 - April 3, 2026

Memorial Day: May 25, 2026

- Minimum Days
- No School
- Teacher In-service
- Staff Work Days

Trimester End Dates:

- 1: November 7 (59 days)
- 2: March 6 (61 days)
- 3: June 3 (55 days)

Bell Schedule:

K: 8:30am - 1:50pm (Monday); 8:30am - 2:00pm (Tuesday - Friday)

1st - 8th: 8:30am - 1:50pm (Monday); 8:30am - 3:10pm (Tuesday - Friday)

Minimum Day Schedule:

K - 8th: 8:30am - 12:00pm

*PS Days are non-student/non-teacher work days unless they are needed as make-up days for prior Public Safety closures (air quality, power outage, etc.).

Board Approved 10/21/24

Appendix D: Evidence of Organization's 501(c)(3) Incorporation

A copy of the originally filed Articles of Incorporation, as well as the I.R.S.-given Employer Identification Number and tax exemption status, are included here.

3098077



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY - 2 2008

DEBRA BOWEN
Secretary of State

3098077

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

MAY - 2 2008

THE
ARTICLES OF INCORPORATION
OF
MARIA MONTESSORI CHARTER ACADEMY

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be the **Maria Montessori Charter Academy**.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

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

Brent R. Boothby
3175 Sunset Blvd. #100
Rocklin, CA 95677

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 5-1-08


BRENT R. BOOTHBY, Incorporator



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 07 2009
MARIA MONTESSORI CHARTER ACADEMY
C/O KIMBERLY RODRIGUEZ
7 PARK CENTER DR
SACRAMENTO, CA 95825

Employer Identification Number:
26-2242400
DLN:
17053118035019
Contact Person:
PERCY E DOWD ID# 95100
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 02, 2008
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Appendix E: Employee Health and Safety Policy Handbook

The Employee Health and Safety Policy Handbook includes policies related to workplace safety. It is normally published in a “booklet” format, which admittedly does not translate easily into this format. This Handbook is available electronically [here](#).

Appendix F: School Safety and Incident Management Plan

The MMCA School Safety Plan is approximately 150 pages long and is separately linked [here](#).

Appendix G: MMCA Bylaws

Maria Montessori Charter Academy's bylaws are included here.

**BYLAWS
OF
MARIA MONTESSORI CHARTER ACADEMY
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section I. NAME. The name of this corporation is **MARIA MONTESSORI CHARTER ACADEMY**.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation will be **1850 Wildcat Blvd., Rocklin, State of California**. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

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

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

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

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

**ARTICLE V
DEDICATION OF ASSETS**

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

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

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

**ARTICLE VII
BOARD OF DIRECTORS**

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

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **ROLE OF THE BOARD OF DIRECTORS.** The Board of Directors interprets the Mission and Vision of the school and clarifies its philosophy to all stakeholders. They provide leadership in the process of on-going strategic planning and self-study in conjunction with the Executive Director and other stakeholders of the school. The Board of Directors formally adopts long-range plans and provides structure for their implementation. The Board of Directors selects the Executive Director to administer the school and provides support and formal periodic evaluation of performance. The council assumes a primary role in Fund Development for the school, assuring that sufficient operating funds are available and approving the annual operating budget. The Board of Directors authorizes policies and contracts that are used to fulfill the mission. These policies govern the day-to-day operation of the academy in all areas of concern to the Board of Directors: staffing approval, legal, financial, facility planning, definition of programs and strategic direction. The Board of Directors, in collaboration with the Executive Director, ensures that policies are in place to see that laws and regulations are followed and that the day-to-day operation is consistent with Board of Directors approved policy as well as the mission, vision and philosophy of the charter. Board of Directors members serve as ambassadors for the school, promoting its successes, proactively creating a positive relationship in the community and building partnerships with individuals and organizations that share its values and philosophy.

Section 4. **ADMINISTRATIVE AUTHORITY.** Day-to-day administration of the Academy is managed by the Executive Director, and to the extent practical, in collaboration with teams of students, parents, teachers and administrators. The Board of Directors approves substantive policy issues while the Executive Director has responsibility for policy issues that deal with the more day-to-day running of the school. The Executive Director has responsibility for creating an annual business plan and presenting it to the Board of Directors for approval. The Director will have the additional responsibility of assisting in the recruitment of the most qualified staff available for the school.

Section 5. **DIRECTORS AGREEMENTS.** Directors shall sign and agree to the Board of Directors Member Agreement and the Conflict of Interest Agreement. This shall be done on an annual basis.

Section 6. **DESIGNATED DIRECTORS.** The number of directors shall be no less than **(5)** and no more than **(12)**, unless changed by amendments to these bylaws. These Directors shall be elected by the MMCA parent community as described in Section 9 below. The Executive Director shall be a non-voting member of the board. Two MMCA teachers will be elected by their peers and serve as voting members. An appointee of the sponsoring school district may serve as an ex-officio member.

Section 7. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is

- a. any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and
- b. any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 8. DIRECTORS' TERM.. The term of office for Board of Directors members is two years. There are no term limits.

Section 9. ELECTIONS. The Elections Committee, made up of volunteer board members whose terms will not expire during the current election cycle, shall be responsible for determining elections timelines and logistics not otherwise specified in these bylaws.

The following steps will be taken for the election process:

a. Balloting logistics, including an election timeline, shall be decided by the Elections Committee and approved by the full Board by the October Board of Directors meeting. A slate of candidates will be developed and communicated to the school population, in writing and electronically, by mid November. Elections shall be completed by the Winter Break.

b. Individuals may be recommended or recruited by anyone with interest in MMCA or may volunteer themselves for consideration as Board of Directors members. Application forms will be available in the office and on the web. Interested parties will be given information on the role of a Board of Directors member, time commitments, benefits, responsibilities and qualifications as well as an application form to complete and return to the committee. A background packet, similar to the packet distributed to prospective families will also be made available. Applications will be accepted during the nomination period, as designated by the Elections Committee. Background information provided by the candidates will be included in the ballot.

c. Eligible Families may vote for individual candidates. Eligible families are defined as the parents or legal guardians of MMCA K-8th grade students or Children's House students. Each child may be represented by up to two voters, typically his or her parents or guardians. If the family is made up of two households, the intention is that each household should be allowed one vote. No parent or guardian may vote more than once, regardless of how many children in the family are enrolled at MMCA.

e. Ballots will be counted at the end of the designated polling period. If more candidates apply than there are positions to fill, the candidates with the highest number of votes will be elected. In the event of a tie, a run-off will be held.

f. January will mark the first meeting of the new Board. Thirty minutes at the opening of each Board meeting will be committed to board training until the process is completed and as needed thereafter. The training will be conducted by a facilitator or facilitators to be named by the Executive Director. Training Topics shall include, but not be limited to, the Charter School movement, Montessori Philosophy, their Roles and Responsibilities as council members, and the Brown Act. Interested parties may observe the Board training. A Directors' Binder will be given to each new member at the training, and a copy will be available for viewing in the office. Retiring Board members are invited to attend the January and February Board meetings for the purpose of mentoring the new Board by participating in a post meeting evaluation discussion. The first order of business at

the first Board of Directors meeting will be to discuss organization of the Board, including selection of Officers.

Section 10. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporate funds shall be expended to support a nominee.

Section 11. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) termination or suspension of an interested Director's employment with the Charter School.

Section 12. RESIGNATION OF DIRECTORS. Except as provided below, directors wishing to resign shall do so by giving written notice to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given *unless* the notice specifies a later time for the resignation to become effective.

Section 13. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 14. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of 2/3 of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Grounds for removal may include:

- Failure to attend two or more meetings of the Board in a calendar year;
- Failure to carry-out the general duties of a member of the Board
- Based upon violations of state or federal criminal codes.

Removal of a member of the Board may be initiated by any member of the Board or by a majority vote petition of eligible families. The Board will hold a public meeting to consider any request or petition for removal within ten (10) school attendance days of receiving such a request or petition. Such meeting will be conducted with regard for due process and in public, except where the individual requests a closed session pursuant to individual rights of personal privacy or where the Board determines a closed session is required for reasons of potential litigation and due process. Where a closed session is held, the final action of the Board will be taken in public.

Section 15. BOARD VACANCIES. Vacancies on the Board of Directors shall be filled at the next regular election, unless the Board's membership falls below 5, in which case a special election shall be held to fill any and all vacancies.

Section 16. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 17. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the

Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et 5M., as said chapter may be modified by subsequent legislation.

Section 18. MEETINGS: ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). {Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). If any discrepancy arises between this Article and the Brown Act, the Brown Act shall take precedence. All Board of Directors members shall read and be familiar with the Brown Act. The Secretary and Parliamentarian shall maintain current copies of the Brown Act, available at Board meetings. The Board of Directors shall meet annually in January for the purpose of organization, election of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 19. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

a. Deliberations. All Board meetings shall be open to the public and the public is encouraged to attend. Anyone wishing to comment on any subject not on the agenda shall have an opportunity, not to exceed five (5) minutes, near the start of the Board meeting. Anyone wishing to comment on a proposed action item shall have an opportunity, not to exceed five (5) minutes, prior to the vote on that item. Granting additional time to speak shall be at the discretion of the Parliamentarian. The ideas and opinions of each Director are equally important in arriving at decisions. Directors shall consider all points of view and shall solicit the advice of all interested parties as needed.

b. Recording of meetings. In accordance with the Brown Act, Board meetings may be recorded by any attendee. As a courtesy, persons intending to record a meeting or portion of a meeting shall inform other attendees of this intention before beginning the recording.

Section 20. SPECIAL MEETINGS. Special meetings may be called by the President, the Executive Director, or by majority vote of the Board of Directors. Notice of a special meeting, including an agenda, shall be posted at the entrance to the school office in full view at least twenty-four (24) hours in advance of the date of the meeting. Only such business shall be conducted at a special meeting as shall have been noticed in the agenda. The party calling a special meeting shall determine the place, date, time, and topic thereof. The physical presence of a quorum of voting directors then in office shall be required for a special meeting to take place.

Section 21. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be delivered to each Director at each Director's email or physical address, as it is shown on the records of the Corporation.

b. Written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 22. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. In the event that any members of the Board are legally disqualified from participating in decision-making on a particular action item, a majority of the remaining voting members of the Board shall constitute a quorum for that particular action item.

Section 23. VOTING. Each voting Director shall be entitled to one vote and may cast that vote on each action item submitted to a vote of the Board. Decisions will be made by majority vote. Board members must be present in order to vote. With respect to procedures governing voting matters, the Brown Act shall be applicable to issues not addressed herein. No matter may be voted upon which goes against the fundamental mission and vision of the Charter.

Section 24. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

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

Telephonic participation by individual board members does not constitute teleconferencing as long as a physical meeting is being held at the principle office of the Corporation.

Section 25. ADJOURNMENT WITH CONTINUATION. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. In the event that the meeting is continued more than 24 hours after adjournment, special meeting requirements shall apply.

Section 26. REIMBURSEMENT. Directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable to the corporation at the time that the resolution is adopted.

Section 27. WORKING GROUPS. The Board may form working groups in order to research issues of interest and make recommendations or proposals to the board. These groups may consist of any number of directors less than a quorum of the full board and may consult with any non-directors as appropriate. Working groups may not take any action which is binding on the full board.

Section 28. APPOINTMENT OF REPRESENTATIVES/LIAISONS: The Board may appoint, by majority vote, such representatives or liaisons to other groups as may be required, and may empower these representatives to complete such functions as required.

Section 29. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 30. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, a Chief Financial Officer, and a Vice President/Parliamentarian.

Section 2. DUPLICATION OF OFFICE HOLDERS. The same person may not hold more than one office at a time.

Section 3. ELECTION OF OFFICERS. Officers shall be elected annually by the Board of Directors from among the elected directors. Announcement of election of officers shall be properly noticed on the agenda. No office shall be held by an employee of the Corporation.

Section 4. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause by a majority vote of the elected Directors currently in office. In the event that the President is the officer facing removal, the President may not refuse to include discussion of that removal on the agenda for the meeting.

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

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for election of officers for the remainder of the term, until the next annual election. This action must be properly noticed on the agenda for the meeting at which it takes place..

Section 7. PRESIDENT. The President shall preside at all Board of Director's meetings in a fair and impartial manner, striving to promote consensus on the Board. The President shall

prepare the agenda for each Board meeting, including requests from Directors on issues within the Board's purview, and provide it to the Secretary to distribute in accordance with Article VII. The President shall act as official spokesperson, for the Board and in accordance with Board policies, to the public and the sponsoring School District and School Board. The President shall approve, sign and transmit all pertinent documents requiring Board action. The President shall also ensure that Board meetings are conducted in an orderly manner and shall have the power to exclude disruptive individuals from Board meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 8. VICE-PRESIDENT/PARLIAMENTARIAN: The Vice-President shall perform all the duties of the President if the President is absent or disabled. When so acting, the Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall give advice on parliamentary procedure as needed, including, but not limited to, guidance on the Brown Act. The Vice-President may assist with keeping the Board focused on the topic being discussed, apprising the Board of time constraints, helping to maintain orderly discussion and ensuring that every Board member who wishes to debate a topic has the opportunity to do so. The Vice-President/Parliamentarian is entitled to all rights and privileges of membership including the right to make motions, debate, and vote. The Vice-President shall have such other powers and perform such other duties as the Board of Directors may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors meetings and whether each director is physically or electronically present. The Secretary shall maintain a current roster of Directors' contact information, including physical and electronic addresses and telephone numbers. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

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

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

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful

performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

The Chief Financial Officer shall oversee, in conjunction with the Executive Director, the presentation of a balanced budget to the Board of Directors for annual vote, in time to be forwarded to and approved by the sponsoring School District School Board. The Chief Financial Officer shall oversee and report to the Board on long-range policies regarding fiscal soundness for the school, including fundraising.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONFLICTS OF INTERESTS; General Requirements

Members of the Board of Directors shall not engage in any employment or activity which is inconsistent with, incompatible with, in conflict with, or inimical to the Director's duties to the Charter School. This conflict of interest policy (as set forth herein) shall not be interpreted as requiring a higher level of responsibility or obligation than the statutory conflict of interest provisions.

Section 2. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

A Director shall not be considered to be financially interested in a contract if his or her interest is including, but not limited to, any of the following:

1. That of an officer or employee being reimbursed for his or her actual and necessary expenses incurred in the performance of an official duty.

2. Board/Council of which he or she is a member, on the same terms and conditions as if he or she were not a member of the Charter School Board of Directors.

3. That of a landlord or tenant of the contracting party if such contracting party is the federal government or any federal department or agency, this State or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial or public district of this state or an adjoining state.

4. That of a non-salaried member of a nonprofit corporation (other than the charter school), provided that such interest is disclosed to the Charter School Board of Directors at the time of the first consideration of the contract, and provided further that such interest is noted in its official records.

5. That of a non-compensated officer of a nonprofit (other than the charter school), tax exempt corporation which, as one of its primary purposes, supports the functions of the Charter School Board of Directors to which the Charter School Board of Directors has legal obligation to give a particular consideration, and provided further that such interest is noted in its official records.

6. That of compensation for employment with a governmental agency, other than the governmental agency that employs the officer or employee, provided that the interest is disclosed to the Charter School Board of Directors at the time of consideration of the contract, and provided further that the interest is noted in its official records.

7. That of an attorney of the contracting party or that of an owner, officer, employee or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than ten percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

In addition, a Director shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by the Service Center if his or her sole interest is that of an officer or director or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor. A Charter School Governing Board/Council member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in a contract and if the remote interest is disclosed during Charter School Governing Board/Council meeting and noted in the official Charter School Governing Board/Council minutes. The affected Charter School Governing Board/Council member shall not vote or debate on the matter or attempt to influence any Charter School Governing Board/Council member to enter into the contract. Remote interests are specified in government Code Section J09J(b).

Section 3. MMCA EMPLOYEES. To avoid any appearance of impropriety, MMCA Board Teacher Representatives shall be recused from any closed session personnel topics, including the hiring, firing, evaluation and negotiations with any former, current and prospective employee. Employees shall also recuse themselves from voting on matters in which they have a direct or indirect financial interest or which affect their conditions of employment.

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision making employees) directly or indirectly has a material financial interest unless all of the requirements in the MARIA MONTESSORI CHARTER ACADEMY Conflict of Interest Policy have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII

INDEMNIFICATION

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

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

ARTICLE XIII

INSURANCE

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

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

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

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand of the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVI
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report, or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000.

For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII

MMCA OPERATIONAL BACKGROUND

Section 1. The Maria Montessori Charter Academy was originally organized as a "government entity," a subsidiary of the Twin Ridges Elementary School District, in the year 2000. The charter school operated successfully for eight years as a "government entity". The Maria Montessori Charter Academy Charter Council effectively served as the charter school's Board of Directors for eight years. In 2008, the Charter Council, in coordination with the charter school's new sponsoring school district, the Rocklin Unified School District, agreed to change the school's organized status from "government entity" to "non-profit". The Charter Council (and later, Board of Directors) has operated under Brown Act compliant by-laws since the charter school's inception.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the MARIA MONTESSORI CHARTER ACADEMY or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIV

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1 and end on June 30th of each year.

Appendix H: Financial Information

Included within this section is MMCA's:

H. Financial Information

- a. [FY 2025 Audited Financial Statements](#)
- b. [FY 2024 Audited Financial Statements](#)
- c. [FY 2023 Audited Financial Statements](#)
- d. [FY 2026 Adopted Budget, including narrative, statement of cash flows and three year projections](#)

Appendix I: Copy of Agreement with Charter School Business Services, MMCA's back office services provider

MMCA contracts with CSBS for back office business and finance support. The Principal of CSBS, Larry Pastore, has extensive school finance experience, including serving as past Business Superintendent of both the Twin Ridges Elementary School District and the Grant Unified School District. The agreement itself spells out the areas of support that CSBS provides to MMCA.

[2022-2027 CSBS Contract with MMCA](#)