

MAGNOLIA SCIENCE ACADEMY-5



***CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2018 – JUNE 30, 2023)***

**SUBMITTED ON APPEAL TO THE
LOS ANGELES COUNTY OFFICE OF EDUCATION
BOARD OF EDUCATION
NOVEMBER 17, 2017**

by

**MAGNOLIA PUBLIC SCHOOLS
250 E. 1st Street Suite 1500
Los Angeles, CA 90012
Office: (213) 628-3634
Fax: (714) 362-9588**

| | |
|--|------------------|
| <u>AFFIRMATIONS, ASSURANCES, AND DECLARATIONS.....</u> | <u>IV</u> |
| <u>ELEMENT 1: THE EDUCATIONAL PROGRAM.....</u> | <u>1</u> |
| GENERAL INFORMATION | 2 |
| COMMUNITY NEED FOR CHARTER SCHOOL | 2 |
| Magnolia Public Schools | 3 |
| MSA-5’s Performance During the Current Charter Term Meets Renewal Criteria | 5 |
| STUDENT POPULATION TO BE SERVED | 21 |
| Target Population | 21 |
| Enrollment Plan..... | 22 |
| GOALS AND PHILOSOPHY | 22 |
| Mission and Vision | 22 |
| Student Learning Outcomes | 23 |
| AN EDUCATED PERSON IN THE 21ST CENTURY | 24 |
| HOW LEARNING BEST OCCURS | 25 |
| THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II) | 27 |
| GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS | 37 |
| INSTRUCTIONAL DESIGN | 38 |
| Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research | 38 |
| Instructional Design Components: Excellence (Scientific Thinkers) | 40 |
| Instructional Design Components: Innovation (Intrinsically Driven and Self-Motivated) | 41 |
| Community (Socially Responsible Global Citizens) | 44 |
| CURRICULUM AND INSTRUCTION | 45 |
| Innovative Components of the Instructional Program | 73 |
| Curricular and Instructional Materials | 73 |
| Comprehensive Course List..... | 75 |
| Instructional Methods and Strategies | 76 |
| How the School’s Instructional Methodologies and Curriculum Will Ensure Student Mastery Of The California CCSS and Other State Content Standards | 76 |
| How The Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology | 76 |
| Graduation Requirements | 77 |
| Credit Recovery Opportunities | 78 |
| Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements | 78 |
| Western Association of Schools and Colleges (“WASC”) | 78 |
| Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements | 79 |
| TRANSITIONAL KINDERGARTEN – N/A | 79 |
| ACADEMIC CALENDAR AND SCHEDULES | 79 |

| | |
|--|------------|
| Academic Calendar | 79 |
| Sample Daily Schedules | 81 |
| Instructional Days and Minutes | 84 |
| Early College and Middle College High Schools Attendance Requirements of Ed. Code Section 46146.5, as Amended by SB 379 – N/A..... | 84 |
| PROFESSIONAL DEVELOPMENT | 84 |
| Teacher Recruitment | 84 |
| Professional Development..... | 85 |
| MEETING THE NEEDS OF ALL STUDENTS | 87 |
| English Learners | 91 |
| Process for Monitoring Progress and Supports for Long Term English Learners (LTEs) and/or At-Risk of Becoming Long Term English Learners | 101 |
| Gifted and Talented Students and Students Achieving Above Grade Level | 103 |
| Students Achieving Below Grade Level..... | 105 |
| Socio-Economically Disadvantaged/Low Income Students | 105 |
| SERVICES FOR STUDENTS UNDER THE “IDEA” | 107 |
| Students in Other Student Groups..... | 110 |
| “A TYPICAL DAY” | 112 |
| | |
| <u>ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED</u> | 114 |
| | |
| MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM | 114 |
| MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS | 114 |
| MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT | 114 |
| DATA ANALYSIS AND REPORTING | 116 |
| GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION | 117 |
| | |
| <u>ELEMENT 4: GOVERNANCE</u> | 119 |
| | |
| GOVERNANCE STRUCTURE | 121 |
| Nonprofit Public Benefit Corporation | 121 |
| ORGANIZATIONAL CHARTS | 121 |
| Board of Directors..... | 121 |
| Magnolia Public Schools Home Office (“Home Office”) | 122 |
| GOVERNING BOARD COMPOSITION AND MEMBER SELECTION | 127 |
| GOVERNANCE PROCEDURES AND OPERATIONS | 128 |
| Board Meetings and Duties | 128 |
| Board Committees | 130 |
| Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records..... | 130 |
| STAKEHOLDER INVOLVEMENT | 130 |
| School Site Council (“SSC”) | 131 |
| English Learner Advisory Committee (“ELAC”) | 131 |
| Parent Task Force (“PTF”) | 131 |
| Student-Teacher-Parent Portal..... | 132 |
| | |
| <u>ELEMENT 5: EMPLOYEE QUALIFICATIONS</u> | 133 |

| | |
|--|-------------------|
| EMPLOYEE POSITIONS AND QUALIFICATIONS | 133 |
| <u>ELEMENT 6: HEALTH AND SAFETY PROCEDURES.....</u> | <u>147</u> |
| CUSTODIAN OF RECORDS | 149 |
| THE CHIEF FINANCIAL OFFICER AND HUMAN RESOURCE ADMINISTRATOR SERVE AS THE CUSTODIANS OF RECORDS FOR MSA-5. | 149 |
| STUDENT HEALTH AND WELLNESS | 149 |
| <u>ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE</u> | <u>150</u> |
| <u>ELEMENT 8: ADMISSION REQUIREMENTS</u> | <u>152</u> |
| ADMISSION REQUIREMENTS | 152 |
| LOTTERY PREFERENCES AND PROCEDURES | 153 |
| <u>ELEMENT 9: ANNUAL FINANCIAL AUDITS</u> | <u>156</u> |
| ANNUAL AUDIT PROCEDURES | 156 |
| <u>ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES.....</u> | <u>158</u> |
| DISCIPLINE FOUNDATION POLICY | 159 |
| PROGRESSIVE POSITIVE DISCIPLINE | 160 |
| GROUND S FOR SUSPENSION | 161 |
| SUSPENSION PROCEDURES | 165 |
| Conference | 165 |
| Notice to Parents/Guardians..... | 165 |
| Suspension Time Limits..... | 166 |
| GROUND S FOR EXPULSION | 167 |
| EXPULSION PROCEDURES | 171 |
| ADDITIONAL PROVISIONS | 175 |
| <u>ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS</u> | <u>179</u> |
| CERTIFICATED STAFF MEMBERS | 179 |
| CLASSIFIED STAFF MEMBERS | 179 |
| OVERSIGHT OF BENEFITS | 180 |
| <u>ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u> | <u>181</u> |
| <u>ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES</u> | <u>182</u> |
| <u>ELEMENT 14: MANDATORY DISPUTE RESOLUTION.....</u> | <u>183</u> |
| <u>ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES</u> | <u>185</u> |
| <u>ADDITIONAL PROVISIONS.....</u> | <u>187</u> |

AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Magnolia Science Academy ("MSA-5" or the "Charter School"), operated by Magnolia Educational and Research Foundation, dba Magnolia Public Schools ("MPS"), to be authorized by the Los Angeles County Board of Education ("LACBOE") and overseen by the Los Angeles County Office of Education ("LACOE") (hereinafter, collectively, the "County"), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 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(c)(1)]
- MPS declares that it shall be deemed the exclusive public school employer of the employees of MSA-5 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School 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 it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School 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(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School 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)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School 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 the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the 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)]
- The Charter School 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)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School 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").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

ELEMENT 1: THE EDUCATIONAL PROGRAM

“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.” (Ed. Code § 47605(b)(5)(A)(i).)

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Mathematics Placement

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

General Information

| | |
|--|--|
| <ul style="list-style-type: none"> ▪ The contact person for Charter School is: | Chief Executive Officer, Caprice Young, Ed. D. |
| <ul style="list-style-type: none"> ▪ The contact address for Charter School is: | 250 E. 1st Street Suite 1500 Los Angeles, CA 90012 |
| <ul style="list-style-type: none"> ▪ The contact phone number for Charter School is: | (818) 705-5676 |
| <ul style="list-style-type: none"> ▪ The proposed address, or target community by Zip Code, of Charter School is: | 18230 Kittridge St. Reseda, CA 91335 |
| <ul style="list-style-type: none"> ▪ The location is in LAUSD Board District: | 6 |
| <ul style="list-style-type: none"> ▪ The location is in LAUSD Local District: | West |
| <ul style="list-style-type: none"> ▪ The grade configuration of Charter School is: | 6-12 |
| <ul style="list-style-type: none"> ▪ The number of students in the first year will be: | 298 |
| <ul style="list-style-type: none"> ▪ The grade level(s) of the students in the first year will be: | 6-11 |
| <ul style="list-style-type: none"> ▪ Charter School’s scheduled first day of instruction in 2018-2019 is: | August 14, 2018 |
| <ul style="list-style-type: none"> ▪ The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.) | 460 |
| <ul style="list-style-type: none"> ▪ The type of instructional calendar will be: | Traditional |
| <ul style="list-style-type: none"> ▪ The bell schedule for Charter School will be: | 8:00 am to 3:08 pm |
| <ul style="list-style-type: none"> ▪ The term of this Charter shall be from: | July 1, 2018 to June 30, 2023 |

COMMUNITY NEED FOR CHARTER SCHOOL

Magnolia Science Academy-5 (MSA-5 or Charter School), is a classroom-based charter school serving students in grades 6–10, growing to 6-12, with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”). Originally founded in 2008 – and here requesting a third five-year charter term – MSA-5’s mission is to provide a college preparatory educational program

emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-5 is a high-performing charter school in Reseda operated by Magnolia Educational & Research Foundation (“MERF”), *dba* Magnolia Public Schools (“MPS”),¹ a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.² MPS strives to address the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles County. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we have a total of five charter schools authorized by Los Angeles Unified School District, three authorized by Los Angeles County Office of Education (“LACOE”), one authorized by San Diego Unified School District (“SDUSD”), and one state-authorized charter school in Santa Ana. Combined, MPS charter schools now serve more than 3,950 students annually in grades TK-12.

For the past 9 years, MSA-5 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and have begun to make the shift towards a strong STEAM focused organization during the 2016-17 school year. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers

¹ For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.

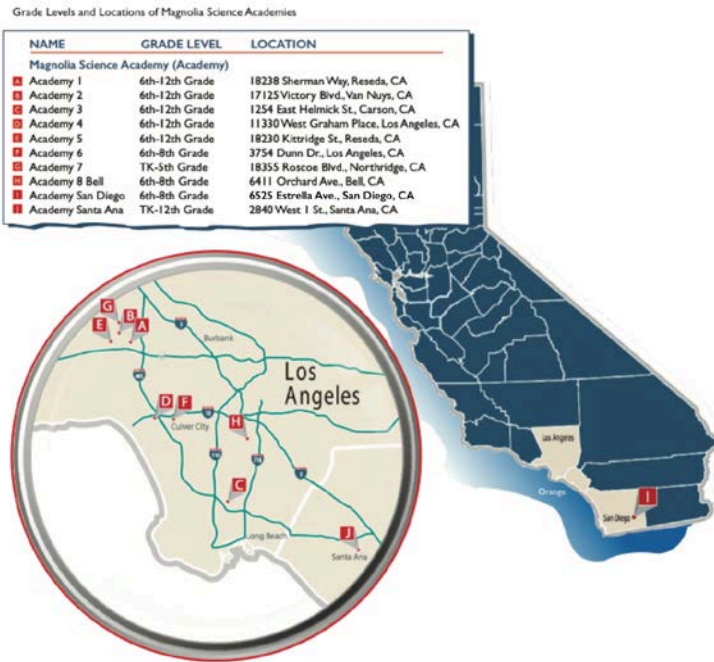
² Z. Zacharia and A. C. Barton, "Urban middle-school students' attitudes toward a defined science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

in STEAM fields. MSA-5's recent achievements include the following highlights, detailed more extensively below:

1. MSA-5 moved from a Proposition 39 co-location in Hollywood to another Proposition 39 co-location in Reseda – more than 15 miles away -- before the 2014-15 school year. The school was effectively “re-launched”; student enrollment dropped from 240 in grades 6-11 in 2013-14 to 105 students in grades 6-8 in 2014-15. In 2015-16 we added 9th grade, and currently, MSA-5 has 210 students in grades 6-10; we have a waitlist for grades 6-9.
2. MSA-5's current 2017-18 enrollment includes 87% Hispanic/Latino, 3% African American, 6% White, 73% FRPL, 21% Special Education, and 9% English Learner population.
3. On the 2016 SBACs, MSA-5's percentage of students who Met/Exceeded standards in both ELA and Math more than doubled over our 2015 rates, growing from 18% to 41% in ELA and from 6% to 16% in Math. While we have significant room for increased growth, we are encouraged by these results.
4. Our students have participated in numerous competitions and won numerous honors:
 - a. Two 3rd place awards in the Magnolia STEAM Expo and two Art awards
 - b. Awarded the Natural History Museum Sea Mobile Experience
 - c. Our Boys Basketball team had an undefeated season
 - d. 48 students received tickets to Magic Mountain from the Read to Achieve Program
 - e. We entered a team for the first time in the competitive First Lego League Robotics competition
 - (1) Received Judges Special Award 2016
 - (2) Magnolia Public Schools, Best Rookie of the Year 2016
 - f. One student received AMC 8 Honor Roll qualification
5. MSA-5 currently is operating the CADETS Program, an option 3 COP grant that helps 6th grade students coming from a Special Day Classroom transition into the mainstream classroom; seven students with moderate/severe disabilities are currently in this program.
6. MSA-5 joined the Foundation for Interscholastic Youth Athletics for middle school sports in 2016-17 for Flag-Football, Girls Volleyball, Boys and Girls Basketball, and Soccer (co-ed). Our Girls Basketball team won the girls Valley Division in 2016-17.
7. Since 2016-17 school year, 39% of our families – 168 individual families – have participated in Home Visits with our administrators and teachers, ensuring a strong home-school connection and support for these students.
8. 96 new laptops were purchased in 2016-17 to ensure a 1:1 ratio and greater efficiency and technology access across the school.
9. MSA-5 established a high school community service program in 2016-17, where students volunteer within the school. To date, 11 students have volunteered more than 20 hours.
10. MSA-5's suspension and expulsion rates have been 0% over the past two years, directly related to our restorative justice approach to student behavior. The goal is to teach our students to be reflective and provide them with alternative options and tools to see things from multiple perspectives. There is also a focus on relationship building which teaches the student how to function in a social setting.
11. According to survey results through Panorama Education, MSA-5 showed a 10% increase in average approval with parents to 84% and 16% increase in overall satisfaction with students to 74%.

CURRENT LOCATIONS AND GRADE LEVELS OF MPS SITES

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.



MSA-5'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

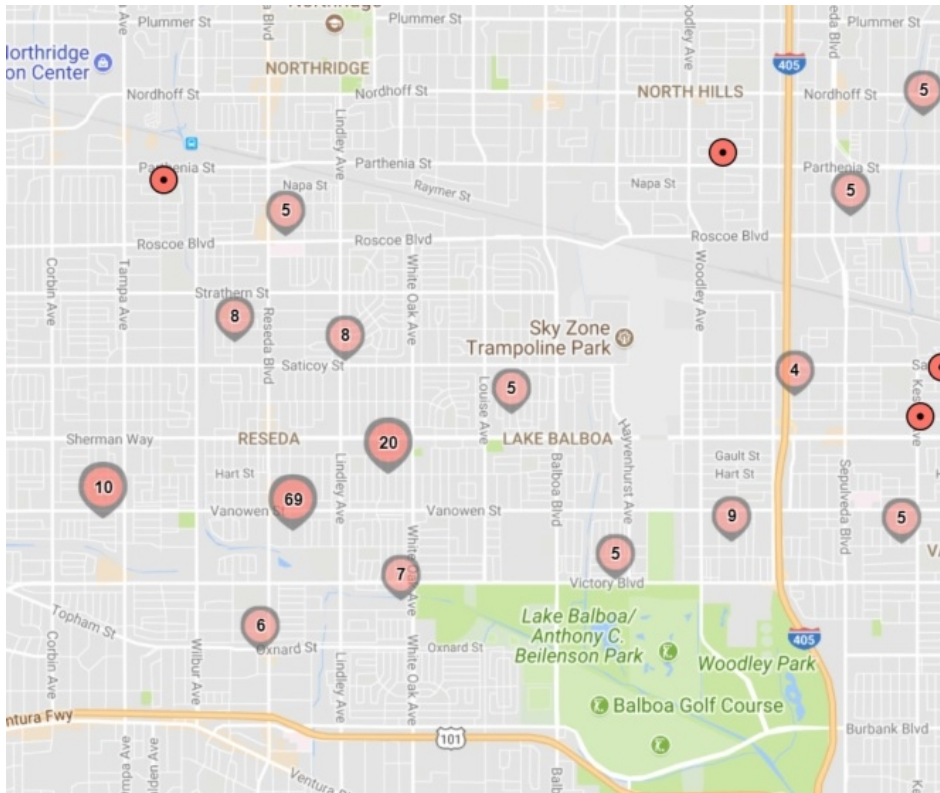
Based on its specific record of performance, MSA-5 has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

According to current California law and County Board policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: **MSA-5’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

We start with the locations of MSA-5’s students. The map below shows where our students live – predominantly in close proximity to our campus in Reseda.

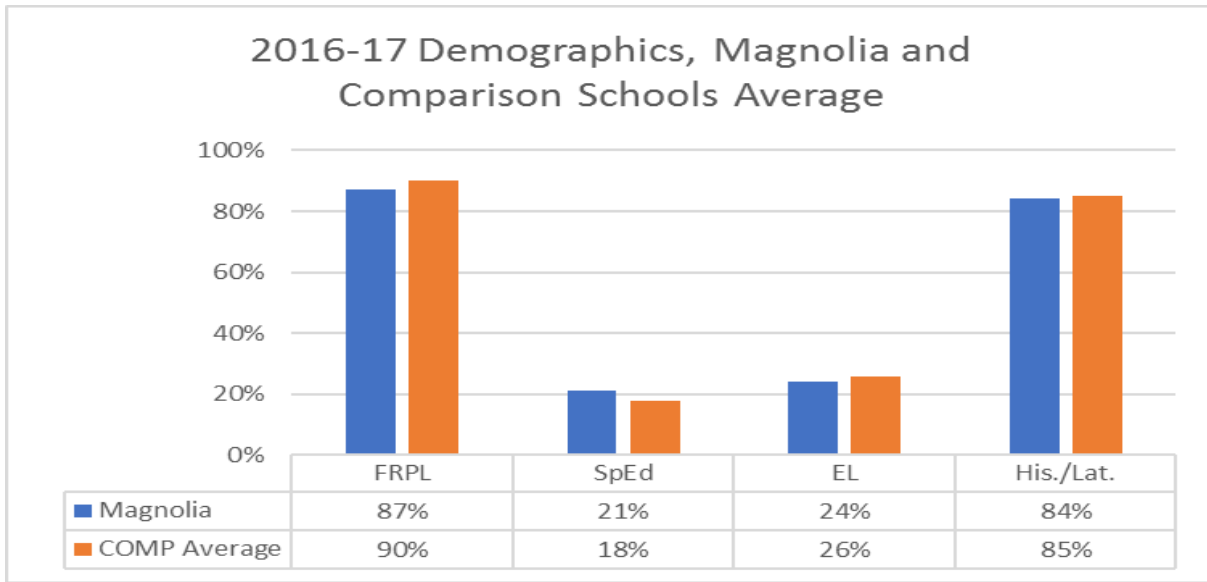


Based on an analysis of the students’ residence addresses and the 2016-17 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), the following table lists the top home district middle schools our students would otherwise be required to attend (since MSA-5 has not yet had high school graduates or test data on our high school students, high school comparison/resident schools are not provided):

| School | Grade Level | # of students | % FRL | % SpEd | % ELs | % Hisp | % AA | % White | % Asian |
|-----------------------|-------------|---------------|-------|--------|-------|--------|------|---------|---------|
| William Mulholland MS | 6-8 | 1269 | 90% | 16% | 22% | 87% | 3% | 6% | 2% |
| Northridge MS | 6-8 | 829 | 90% | 22% | 31% | 82% | 3% | 6% | 5% |
| John A Sutter MS | 6-8 | 803 | 90% | 19% | 28% | 84% | 3% | 3% | 6% |
| Average | | | 90% | 18% | 26% | 85% | 3% | 5% | 4% |
| MSA5 | 6-10 | 187 | 87% | 21% | 24% | 84% | 3% | 8% | 2% |

(dq.cde.ca.gov/Dataquest)

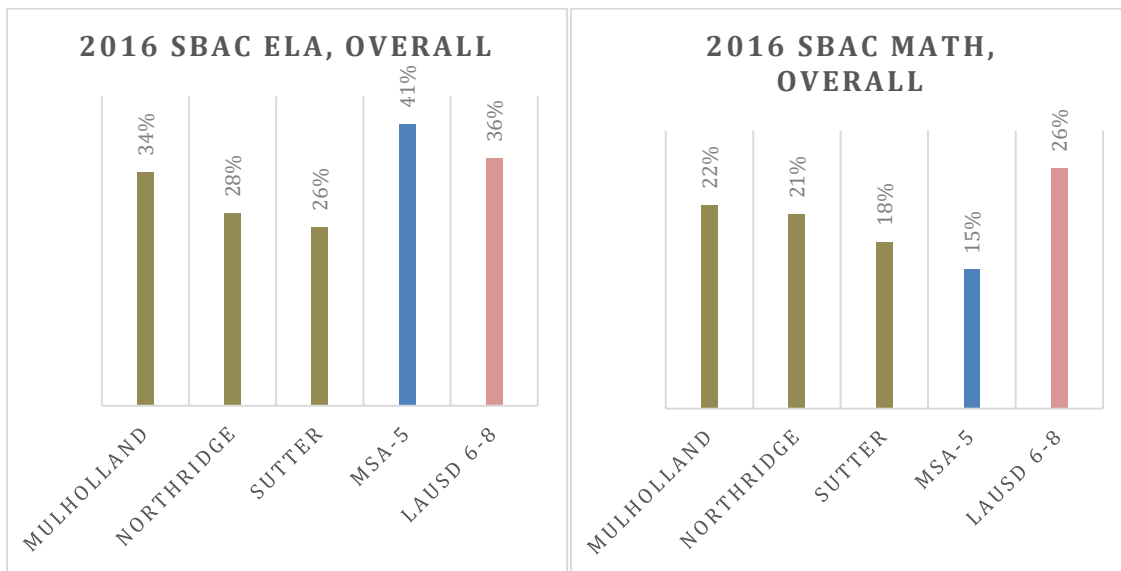
The demographics of the schools MSA-5 students would otherwise attend (collectively, “Comps” or “Comp Schools”) include very similar percentages across the statistically significant student groups. As a quick snapshot, here is where MSA-5 compares to the demographics of schools our students would otherwise attend:



(<http://dq.cde.ca.gov/dataquest/>)

Smarter Balanced Assessment Consortium (“SBAC”)/California Assessment of Student Performance and Progress (“CAASPP”) Results

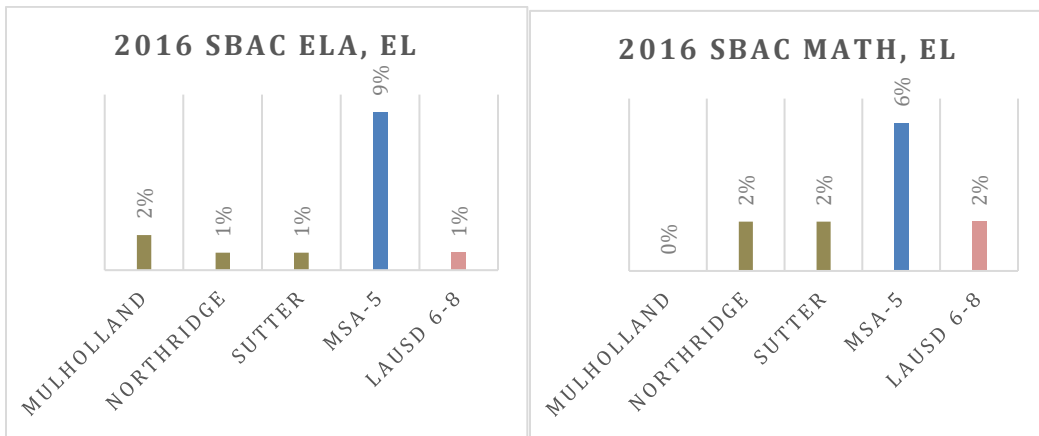
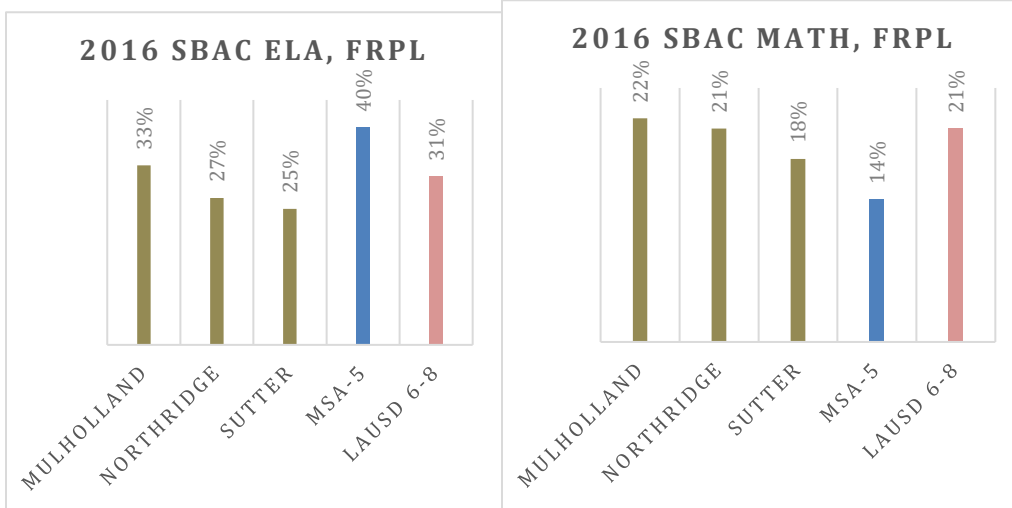
On the 2016 SBAC in English Language Arts (“ELA”), MSA-5’s middle school students outperformed the comparable schools with 41% Met/Exceeded standards (more than double the 2015 rate of 18%) compared to 26-34% of the students at the resident comparable schools and 36% across LAUSD (grades 6-8). In Math, while our 15% Met/Exceeded rate is lower than the Comps, this is a significant improvement over 2015’s 7% Met/Exceeded rate.

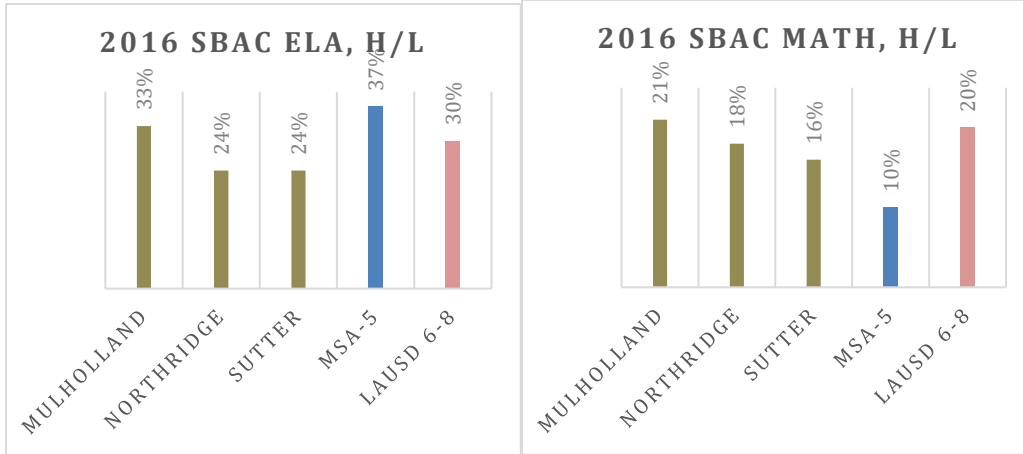


(<http://dq.cde.ca.gov/dataquest/>)

Beyond this strong schoolwide performance particularly in ELA, our FRPL, EL and Hispanic/Latino student groups are each performing the same or better than their peers at other schools, as well as

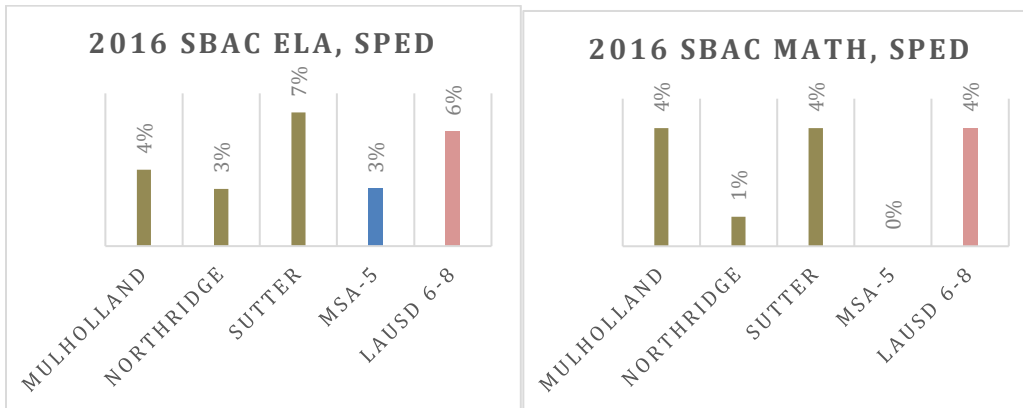
District and state averages. As illustrated in the charts below, in both ELA and Math, MSA-5 middle school Hispanic/Latino (27% Met/Exceeded in ELA and 20% Math) and Socioeconomically Disadvantaged students (28% ELA and 21% Math) outperformed LAUSD averages and all of the comparable resident middle schools. The same is true for these student groups at the high school level (64% ELA for Hispanic/Latino and 27% Math; 63% ELA for SED and 28% Math). Our Special Education and EL students did struggle on these more complex CAASPP assessments, similar to their peers across the district and state, though we are working to improve this performance significantly as detailed below.





(<http://dq.cde.ca.gov/dataquest/>)

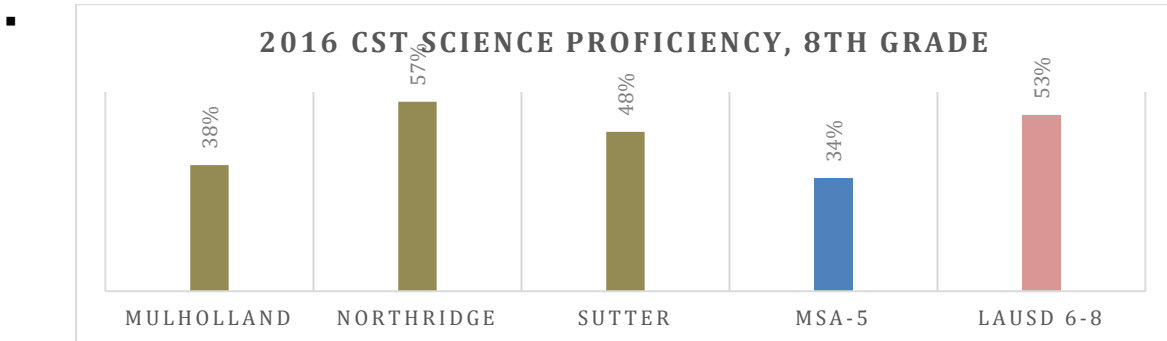
MSA-5 has a statistically significant SpEd group, at 22% of its population (including students with moderate/severe disabilities); 45 out of the school’s population of 211 students receive Special Education services.



(<http://dq.cde.ca.gov/dataquest/>)

California Standards Tests (“CST”) – Science

MSA-5’s 8th grade 2016 CST Science Proficiency rate of 34% is comparable to William Mulholland MS (38%), though lower than the other Comps and LAUSD.

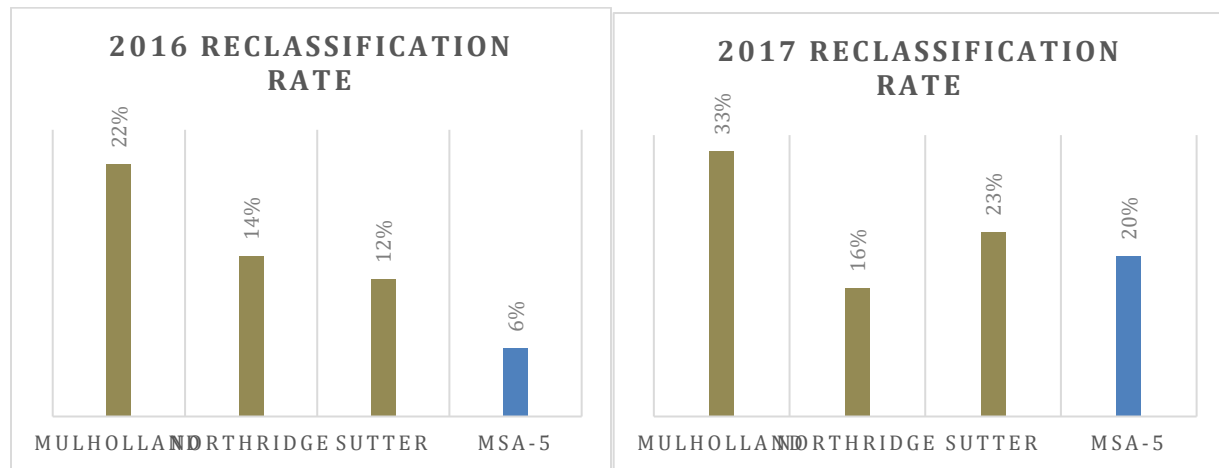


(<http://dq.cde.ca.gov/dataquest/>)

Going forward, as part of our 2017-18 action plan, we are focused on providing more training for teachers on the new NGSS and aligning our instructional and educational experiences in preparation for the new California Science Test (CAST) assessment model, including implementing science testing in our benchmark assessment cycle.

English Learner Re-Classification Rates

MSA-5 focuses heavily on re-classification of English Learners, including support for Long Term English Learners (“LTELs”) (see below for a detailed discussion of the English Learner program). In 2015-2016, MSA-5 reclassified 6% of ELs and in 2016-2017, 20% -- higher than LAUSD as a whole (16.6% in 2014-15 and 12% in 2016-17).



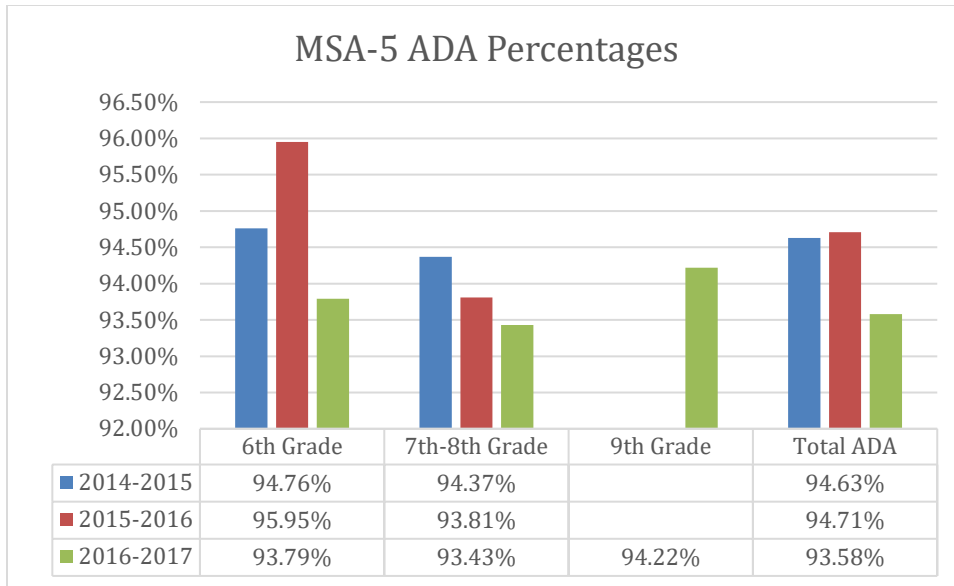
(<http://dq.cde.ca.gov/dataquest/>)

We attribute this significant increase to a renewed focus on our English Learners both across the consortium and at the school site level. MPS has hired an EL Coordinator that provides coaching and professional development to teachers of English Learners to help support the students’ academic achievement. We have also assigned site level EL Coordinators to help monitor the progress of our English Learners, as well as facilitate interventions and action plans for struggling students.

Additionally, we have introduced a new ELD/ELA curriculum (McGraw Hill’s StudySync) with designated and integrated components that are aligned with the CA ELD standards and framework. Lastly, for reclassification, we use the four criteria required by law. However, for the basic skills assessment requirement, students have multiple opportunities to demonstrate their proficiency through either their NWEA MAP assessment, or the SBAC assessment. This has enabled more students to demonstrate English proficiency and for the school to reclassify more EL students this past year.

Student Attendance Rate and Chronic Absenteeism

MSA-5’s student attendance rates have been consistent and strong over the charter term, the average daily attendance (“ADA”) has ranged from 93.58-94.63% the past three years, slightly below the targeted rate of 95%. We are continuing to work with parents by scheduling meetings and making home visits to families with attendance issues, and offering incentives to students to increase ADA.



(Current SIS)

Chronic Absenteeism unfortunately has been a challenge for MSA-5, with rates increasing from 12.84% in 2014-15 to 22.04% in 2016-17. As noted above, we are trying to reduce chronic absenteeism via communication with families, including home visits, and incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

Suspension/Expulsion Rate Thanks to our restorative justice program, MSA-5's student suspension and expulsion rates have decreased from 18 suspensions (6.9%) and one expulsion in 2012-13 to zero suspensions or expulsions over the past two years:

| Year | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-------------------|---------|---------|---------|---------|---------|
| Suspension number | 18 | 9 | 2 | 0 | 0 |
| Suspension rate | 6.9% | 3.5% | 1.6% | 0.0% | 0.0% |
| Expulsion number | 1 | 0 | 0 | 0 | 0 |
| Expulsion rate | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% |

(http://dq.cde.ca.gov/dataquest/)

And well below LAUSD and state rates:

| Rate | Los Angeles Unified | | | State | | |
|-------------|---------------------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 1.30 | 0.91 | 0.93 | 4.36 | 3.80 | 3.65 |
| Expulsions | 0.02 | 0.01 | 0.02 | 0.10 | 0.09 | 0.09 |

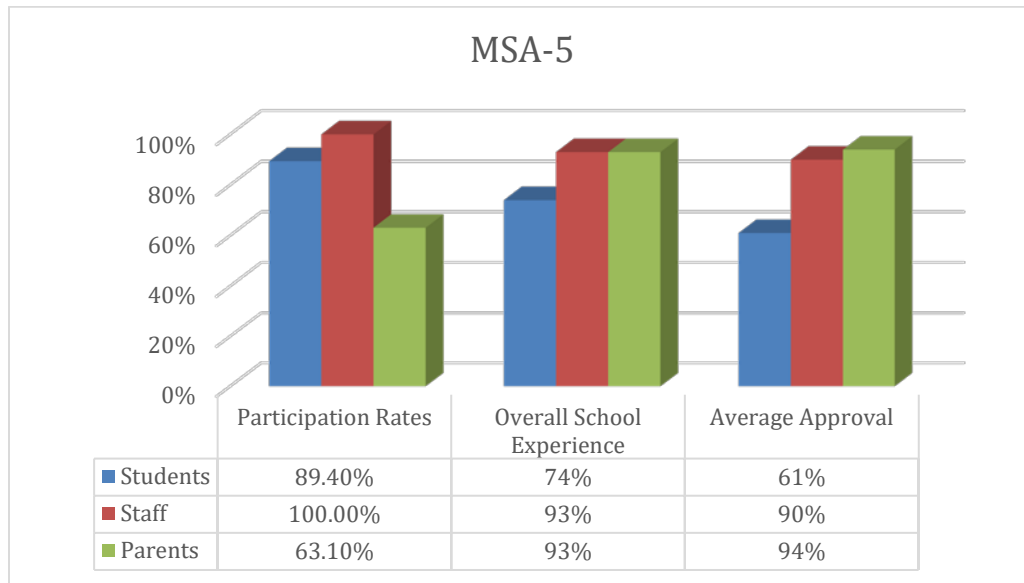
(http://dq.cde.ca.gov/dataquest/)

Parent Involvement

MSA-5 has a strong home-school connection. In 2016-17, MSA-5 administrators and teachers conducted 65 home visits (39%) to talk with students and their families about the Charter School, the student’s goals and progress, and family concerns. Many of the students visited were seniors or students who were struggling. We are striving to increase this program moving forward and ultimately would like to have home visits for all students. Often, home visits reveal new ways or opportunities that school can offer to a student in order for him/her to thrive more.

Stakeholder Satisfaction

MSA-5 now annually surveys students, staff and parents to gauge satisfaction levels and solicit crucial feedback for our operations. In 2016-17, 89% of students, 100% of staff, and 63% of parents participated in the stakeholder satisfaction survey. These results are shared with the entire school community, including the Board. We are pleased that staff and parents both reported high levels of satisfaction, though we note that according to the survey, student satisfaction rates needs to be increased. In most cases our students selected “neutral” in their responses and did not state that they were unsatisfied or disagreed with the statements in the survey, yet we are working to increase overall satisfaction. MSA-5 is going to be utilizing Student Leadership to help assess student needs and requests, discussing areas of improvement with the School Site Council, and continuing in the 2017-2018 school year, we will be offering a revised after school program for Middle School students. Our after school program will be managed by [arc](#), a California Department of Education approved high-quality after school program provider.



(Panorama Education 2016-17 Survey Results)

Annual LAUSD Charter Schools Division Oversight Visits

Finally, our most recent annual Oversight Visit Report from the Charter Schools Division (CSD), issued January 12, 2017 is favorable:

| SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory | | | |
|---|---|---|-------------------|
| Governance | Student Achievement and Educational Performance | Organizational Management, Programs, and Operations | Fiscal Operations |
| 3 | 3 | 3 | 2 |

The report notes several highlights:

- MSA-5's percentage of students who Met or Exceeded in ELA is at a rate similar to the District average for the majority of student groups with 37% of the Latino, 40% of the Socioeconomically Disadvantaged, 9% of the English Learner student groups Met or Exceeded in ELA with an average of 4 percentage points, 7 percentage points, and 5 percentage points, respectively.
- The Charter School has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. Overall, the school serves Students with Disabilities (SWD) well as is evident through ongoing active IEPs and service reports.
- The Charter School has a highly-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. Discussions with leadership and binder review provided evidence of home visits that are conducted by MSA-5 personnel. There are multiple avenues for parental involvement, should parents wish to join such as: the Parent Task Force (PTF), Coffee with the Principal, governing board meetings, English Learner Advisory Council, School Site Council.
- MSA-5's fiscal condition is stable. The Charter School had positive net assets of \$1,077,515 and net income of \$222,243. The 2016-2017 Preliminary Budget projects positive net assets of \$1,170,838 and net income of \$93,323.

Per Audit Reports:

Net Assets:

- i. 2015/16: \$1,077,515
- ii. 2014/15: \$885,572
- iii. 2013/14: \$889,514
- iv. 2012/13: \$ 563,719

Net Income / (Loss):

- i. 2015/16: \$222,243
- ii. 2014/15: (\$34,242)
- iii. 2013/14: \$325,795
- iv. 2012/13: \$261,640

(LAUSD CSD Annual Oversight Visit Report, January 12, 2017.)

As detailed extensively below, MPS has made significant steps in the past three years to address both LAUSD and state concerns about operations and finances, fully implementing all recommendations made by the State Auditor satisfactorily.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

In 2016, MSA-5 was awarded the Program Development Grant through Charter Operated Programs. The CADETS program supports Moderate/Severe special education students who previously were in Special Day Classes make the transition to an inclusive setting in general education classes. In their elementary school Special Day Classes, these students received as much as 1,800 minutes of pull out services to meet their learning and behavioral needs. When placed in an inclusive setting, even with support, these students often lack the academic skills they need to be successful. Furthermore, 6th grade students are also faced with the difficult transition from elementary school to middle school where they must be responsible for maintaining a new schedule, moving between multiple teachers, learning new rules and procedures in different classes, and staying organized and responsible for differing assignments.

With the distinct goal of empowering students to realize their academic, social, and individual potential, the six pillars of the CADETS program seek to help students become successful in fully included classrooms:

- **Character Development:** Students will develop trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- **Academic Preparedness:** Students will achieve their individual academic potential.
- **Developing Peer Relationships:** Students will cultivate the social skills necessary to build and maintain peer relationships.
- **Expanding Interests:** Students will explore their interests and develop talents that will carry them into adulthood.
- **Thoughtful Dialogue:** Students will develop expressive and receptive vocabulary.
- **Successful Inclusion:** Students will utilize these new skills and apply them successfully in a fully included classroom.

The CADETS program is a comprehensive, three phase program to transition students out of the self-contained environment into the general education setting:

Weeks 1-10: Students receive intensive small group instruction in the four content areas in a self-contained classroom in order to build foundational knowledge and teach students good study habits and organizational skills. This time allows students to adjust to the middle school setting, while still receiving the individualized attention they require. Their elective classes are held with their non-disabled peers so that students can work on social development and peer relationships. The special education teacher closely collaborates with the general education teachers in order to align curriculum and keep pace with the content standards, however, students are receiving instruction at their skill level. During this phase, students are building up their study skills, homework habits, and learn appropriate classroom procedures, so that when they begin phasing into the general education setting, they will be prepared to receive instruction.

Weeks 11-20: Once students have built up their foundational skills and are able to fluidly utilize their new study habits, they transition into the general education setting for two of their core classes, science and social studies. As these classes are more project-based, students are better prepared to apply their newly learned skills to this setting. During this phase the special education teacher and aide support students in the general education classroom to ensure students keep pace with the class curriculum and are given the academic and social support they require.

Weeks 21-37: In this phase, students fully transition to the general education setting with the support of the aide and the special education teacher within the general education classroom. Individualized plans are created to track students in this transition phase of the program.

The service delivery model(s) for the CADETS program consists of a “Command Staff,” or a team of professionals, including a program-dedicated Special Education teacher, a Resource Department Chairperson, a School Psychologist, an Edge Coach, and a program dedicated aide. Additional members include general education teachers and other DIS providers as appropriate. The team is involved in direct instruction, collaboration, and consultation.

- i. *Direct Instruction* – Recruits receive instruction in the academic core curriculum from the Special Education teacher with an emphasis on academic skill building with support from the program aide. CADETS students receive training in executive functioning skills by a number of partners. The Edge Coach teaches goal-setting, planning, and monitoring. The CADETS team focuses on time management and study skills. Social Skills are reinforced by the School Psychologist through direct instruction.
- ii. *Collaboration* – The Command Staff collaborates with the general education teachers, school administrators, and parents for the purpose of planning, developing, and implementing lessons, activities, strategies, and interventions to meet the individual needs of the recruits. Planning time is scheduled in order to adjust or add to the programs in place.
- iii. *Consultation* – The school psychologist, Edge Coach, and Resource Dept. chair provide consultation support to teachers, school staff, and parents. This support includes trainings, assistance, coaching, and regularly scheduled Command Staff meetings focused on strategies and interventions appropriate to meet the needs of CADETS students. Team meetings focus on program development and implementation as well as monitoring of student progress.

In 2016-17, 7 students participated in the CADETS program and successfully transitioned into general education classes. On the 2017 summative SBAC exam, on average, CADETS students were able to increase their ELA scores by 10.85 points and 12.16 points in Math; in 2017-18 we have 11 CADETS students and will continue to monitor their growth.

SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

As detailed throughout this charter petition, MSA-5 is providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, external evaluations, and in the future, graduation and A-G completion rates, and more demonstrate the success of MSA-5’s rigorous program and efforts to create the next generation of STEAM leaders. MSA-5’s college going culture ensures students will graduate prepared to thrive in college.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Financial and Operational Challenges

In 2014, Magnolia Public Schools encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools, leading to a Settlement Agreement between LAUSD and MPS (“Settlement Agreement”). As described by the State’s Auditor:

In recent years the academies and the Foundation have been the subject of scrutiny by the Los Angeles Unified School District (LAUSD)—the authorizing entity for eight of the 11 academies. In June 2014 LAUSD rescinded its conditional approval of two academies’ charter petitions. We found that LAUSD may have acted prematurely as its decision was based on a summary of draft findings that did not provide key context about the financial situations of those academies and it did not provide sufficient time for the Foundation to respond to its criticisms. To ensure its academies remained open, the Foundation took legal action against LAUSD. In March 2015 a settlement agreement between the two parties resolved this litigation and resulted in the renewal of the academies’ charters.

Elaine M. Howle, CPA, California State Auditor, *Magnolia Science Academies, Report 2014-135R*, May 2015 (www.auditor.ca.gov).

The Settlement Agreement imposed specific criteria for MPS to meet over a defined timeline relating to governance and operations matters. ***MPS (MERF) has satisfied all of these criteria.*** Specifically:

- MERF Terminated its contract with ACCORD, effective June 30, 2015; MERF agrees to not enter into any future contracts with ACCORD for the purpose of providing services to any LAUSD authorized charter school operated by MERF.
- MERF modified the governance structure to include staggered Board terms and the addition of five new Board members (two more than required); the Board now has nine members instead of four;
- Changed the MERF policy and practice of fund transfers between schools and the network office;
- Made significant leadership changes with the addition of:
 - a **new Chief Executive Officer/Superintendent (“CEO”)**: Our CEO has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from USC and her B.A. from Yale University.
 - a **new Chief Financial Officer (“CFO”)** : Our CFO has more than 30 years of experience in accounting and finance where 20 years is with California public school system and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
 - a **new Chief Operating Officer (“COO”)** : Our COO started his career as a 6-12 Math teacher. He taught math for 11 years. Then he became a dean of students, and the principal of a charter school in Phoenix, Arizona. He was a startup principal for a brand new school and lead that school for three years then moved to Arizona to be the principal of Magnolia #2 for 3.5 years until he moved to the Regional Director Position for Magnolia Schools within LA County. He is now the COO and the Regional Director for LA County Schools. He holds a Bachelor Degree in Economics and Masters in Educational Leadership.
 - a **new interim Chief External Officer (“CXO”)**: Our CXO has over twenty years of experience leading public charter schools in Los Angeles. He graduated from Otis College of Art and

Design with a BFA in Communication Arts and is currently pursuing his Master of Arts in Leadership Development at Chapman University. He previously served as the Director of Visual and Performing Arts and Communications Manager for a district-wide charter management organization (“CMO”) where he managed a team of 12 art teachers and numerous external partners across Los Angeles County.

- Ceased hiring new employees utilizing H1B visas;
- Changed auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors;
 - Per the March 2015 Settlement Agreement, MERF contracted with the “Fiscal Crisis & Management Assistance Team (“FCMAT”) or equivalent” to review selected transactions as part of the Settlement’s required fiscal oversight. FCMAT reviewed July, August, May and June 2015-16. On March 8, 2017, Diane Branham, Chief Management Analyst for FCMAT, informed MERF that “Based on our other commitments, [completing the review] is not something that fits into our workload at this time.” Therefore, with the approval of LAUSD, MERF is completing the final six-months of oversight required by LAUSD (in the February 8, 2017 letter from Devora Navera Reed) through contracting with School Services of California (“SSCAL,” an entity equivalent to FCMAT), effective May 2017. The report is expected to be completed prior to October 31, 2017. MERF takes accountability and fiscal oversight seriously.

Additional changes, above and beyond those required by LAUSD include:

1. **a new Chief Academic Officer (“CAO”):** Our CAO has over fifteen years of experience teaching and leading in public and charter schools in New York City and Los Angeles. She is a Teach for America alumna and a UNCF Mellon Fellow. She is currently an America Achieves Fellow. Her extensive work as a charter school principal in South Los Angeles is chronicled in *The Urban Challenge in Education: The Story of Charter School Successes in Los Angeles*, by Joseph Scollo, Dona Stevens, Ellen Pomella. Additionally, her work around personalized literacy, on-line learning and closing the belief gap are featured in Edutopia.org and Smartblogs.com. She graduated from Dillard University with a BA in English and received her Masters of Science in Secondary Education from Pace University.
2. **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans and that MPS the schools implement the programs described in their charter petition and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances (“State Audit”) in 2014. The State Audit resulted in 12 specific conditions for MPS to meet, issued May 2015, largely related to internal controls and management of fiscal operations. As detailed below, ***MPS has “fully implemented” all of the recommendations of the State Audit as required:***

Report 2014-135R Recommendations

When an audit is completed and a report is issued, auditees must provide the State Auditor with information regarding their progress in implementing recommendations from our reports at three intervals from the release of the report: 60 days, six months, and one year. Additionally, Senate Bill 1452 (Chapter 452, Statutes of 2006), requires auditees who have not implemented recommendations after one year, to report to us and to the Legislature why they have not implemented them or to state when they intend to implement them. Below, is a listing of each recommendation the State Auditor made in the report referenced and a link to the most recent response from the auditee addressing their progress in implementing the recommendation and the State Auditor's assessment of auditee's response based on our review of the supporting documentation.

Recommendations in Report [2014-135R](#): Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (Release Date: May 2015)

Filter Recommendations to Status:

Fully Implemented

Filter Recommendations

| Recommendations to Los Angeles Unified School District | | |
|---|---|-----------------------------------|
| Number | Recommendation | Status |
| 1 | Consistent with their charter petition terms, the Foundation should ensure that each academy maintains the minimum required cash reserve. | Fully Implemented |
| 2 | To ensure the CMO fees it charges to its academies are accurate, the Foundation should develop procedures to ensure that CMO fees are accurately calculated and recorded, including performing regular reconciliations of the CMO fees recorded in the Foundation's and academies' general ledgers. | Fully Implemented |
| 3 | To ensure that the academies' spending aligns with their budgets, the Foundation should create and retain standardized reports with a sufficient level of detail to allow its staff and the academy principals to compare the academies' spending to their budgets. | Fully Implemented |
| 4 | To reduce the risk of misappropriation, the Foundation should ensure that it appropriately authorizes all of its expenditures and the academies' expenditures. It should also ensure that it includes sufficient supporting documentation for each expense, including documenting the purpose of each transaction. | Fully Implemented |
| 5 | To strengthen its controls over purchases that principals make at the academies, the Foundation should update its accounting manual to require academy principals to obtain written authorization before processing purchases on their debit cards that are higher than established thresholds. The Foundation should also revise its accounting manual to prohibit the use of debit cards for travel except in the case of a documented emergency. | Fully Implemented |
| 6 | To ensure that it can locate documentation supporting its expenditures and the academies' expenditures, the Foundation should develop a stronger document filing system that links all supporting documentation for expenditures to its authorization and justification included in the CoolSIS system or equivalent by using a unique identifier such as a purchase order number. | Fully Implemented |
| 7 | To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements. | Fully Implemented |

| Recommendations to Los Angeles Unified School District | | |
|---|---|--------------------------|
| Number | Recommendation | Status |
| <u>8</u> | To increase transparency and reduce the risk of misuse of funds, the Foundation should update its policies and procedures regarding vendor selection to require that it maintain independence in its relationships with vendors. | <u>Fully Implemented</u> |
| <u>9</u> | To ensure that it provides proper oversight over its process for hiring employees who are not citizens of the United States and that it meets all legal requirements for the employees it sponsors, the Foundation should enhance its human resources policies and procedures and implement a centralized system to track and maintain sponsored employees' files and publicly available documentation. Moreover, the Foundation should use the centralized system to ensure that proper notification is sent to Homeland Security for any material changes to sponsored employees' employment. The Foundation should also review all of its past and present noncitizen employees' files and notify Homeland Security of any material changes that it has not previously reported. | <u>Fully Implemented</u> |
| <u>10</u> | To hold its management accountable for meeting their responsibilities related to the payroll process, the Foundation should continue to implement its new desk procedures of requiring review and documentation of that review at each stage in the payroll process. | <u>Fully Implemented</u> |
| <u>11</u> | To safeguard the funds that the academies raise, the Foundation should ensure that academy staff follow the fundraising procedures in its accounting manual, especially with regards to timeliness of bank deposits and sign-offs on cash-count forms. The Foundation should also annually train its staff to ensure compliance with fundraising procedures. | <u>Fully Implemented</u> |
| <u>12</u> | To ensure their compliance with state and federal laws, the Foundation should continue to develop procedures for the academies to follow when they report truancy data to Education. The Foundation's procedures should include a process for the academies to document their calculations. | <u>Fully Implemented</u> |
| <u>13</u> | To improve communication between the inspector general and the division, LAUSD should develop procedures for discussing relevant findings in draft form and for determining how those findings should affect the decisions that the division or the board makes. | <u>Fully Implemented</u> |
| <u>14</u> | To improve its process for considering whether to rescind a charter school's conditionally renewed petition, LAUSD should develop procedures to provide charter schools with a reasonable amount of time for an appropriate response or to potentially remedy concerns. | <u>Fully Implemented</u> |

Source: <https://www.auditor.ca.gov/reports/recommendations/2014-135R>

Since the audit, MPS has also taken steps to strengthen financial controls and implemented all of the State Auditor's recommendations, including:

- i. The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT.
- ii. MPS now uses a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. Prior to July 2015, MPS used QuickBooks accounting system, effective July 1, 2015, the primary financial support and reporting requirements are provided by EdTec, preeminent back-office services provider to more than 300 charter schools. EdTec maintains the general ledger through NetSuite software, including budget and actuals. EdTec also prepares interim financial reporting and compiles bank

reconciliations. Payroll records are submitted to EdTec every pay period and loaded into NetSuite. Cash disbursements, and the related approvals, are maintained in CoolSIS, a third-party software that is independent from both PayCom and NetSuite. Checks are cut by EdTec using downloads from CoolSIS, MPS' current purchasing software.

- iii. NetSuite, Paycom and CoolSIS all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.
- iv. In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment.

MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

Increasing Academic Achievement

We, like every school in the State, are focused on improving outcomes in ELA and Math on the new SBAC/CAASPP tests. In order to raise achievement of students across all grades, we already have taken several significant steps, including:

- Purchasing 96 laptops for use at MSA-5 and implementing the Illuminate data system
- Implementing three-times per year Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") benchmark assessments
- As noted above in an excerpt from CSD's Site Visit Report above, we have increased support (staffing, time in the bell schedule and new curricula) for students with special needs, including ELs and Special Education students.
- Implementing three-times annual NWEA MAPs benchmark assessments
- Magnolia invested in a new Math Coach to further support our teachers and students
- Focused professional development
- Saturday School
- After-school tutoring
- Power Math/English

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill's Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. MPS has partnered with the UCLA's Curtis Center to provide our math teachers with best practices for engaging students in sense making, critical thinking and mathematical modeling. Teachers also will receive tools from the Center's work writing performance tasks for Smarter Balanced. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year. MSA-5's English, Art and Robotics teachers led and modeled best practices in this forum.

We are confident these efforts will increase proficiency levels on state assessments as well as AP exams.

Facilities

MSA-5 considers the current co-location arrangement at Reseda HS to be ideal as there is suitable classroom space to deliver the educational program. MSA-5 and Reseda HS administrators enjoy an amicable relationship.

Student Population to be served

TARGET POPULATION

MSA-5 currently serves students in grades 6-10 (growing to 6-12), and mainly draws enrollment from Reseda, CA and neighboring communities. The 2010 U.S. census counted 74,363 residents in Reseda's 91335 ZIP code with a demographic breakdown of 43.5% Hispanic; 37.2% Caucasian; 11.2% Asian; 4.2% African American, and 3.9% other. Mexico (33.7%) and El Salvador (12.4%) were the most common places of birth for the 43.1% of the residents who were born abroad.³ The median yearly household income according to the 2011-2015 American Community Survey 5-Year Estimate is \$51,206; 22.1% of families with children under 18 lived below the federal poverty line in the past 12 months (which is just \$24,600 for a family of four).⁴ A solid majority – 67.6% -- of residents in Reseda speak a language other than English at home.⁵ According to the *L.A. Times'* Community Mapping data, during a six month period ending July 23, 2017, Reseda ranked 71 out of 209 communities tracked for the most violent crimes, with 2 homicides, 10 rapes, 96 aggravated assaults and 60 robberies during that six-month period across just 5.87 square miles.⁶

MSA-5's current enrollment thus serves more racial and ethnic minorities than the immediate surrounding community (87% Hispanic/Latino, 3% African American), and we know that our FRPL numbers (73%) do not fully reflect the severe economic challenges many of our students and their families face.

Educational Interests, Backgrounds, and Challenges

Current research indicates that English Learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment (Gandara, 2013). One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings (Pino, Martinez-Ramos, & Smith, 2012). Minority students from low socioeconomic status (SES) backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university (Garcia, 2010).

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, ELs, students with disabilities, and low income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans (Romo & Salas, 2003).

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors

³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁴ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁵

<http://maps.latimes.com/neighborhoods/neighborhood/reseda/?q=Reseda%2C+CA+91335%2C+USA&lat=34.2035088&lng=-118.5389414&g=Geocodify>

⁶

<http://maps.latimes.com/neighborhoods/neighborhood/reseda/crime/?lat=34.2035088&q=Reseda%2C+CA+91335%2C+USA&lng=-118.5389414#six-months>

including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions (Conchas, 2001, 2006; Conchas & Goyette, 2001; Fry, 2002; MacDonald, 2004).

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school (Knaak& Knaak, 2013). In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For fifteen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

ENROLLMENT PLAN

MSA-5 enrollment will grow at MSA-5 as the school adds grades in high school in each year (in 2017-18, the school enrolls grades 6-10). By 2019-20, MSA-5 will reach a full enrollment span of 6th-12th grade, growing to a projected 460 students by the fifth year of this charter term.

| Projected Grade-level Enrollment at MSA-5 | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| 6 | 60 | 90 | 90 | 90 | 90 |
| 7 | 60 | 60 | 85 | 85 | 85 |
| 8 | 60 | 60 | 60 | 81 | 81 |
| 9 | 60 | 60 | 60 | 52 | 52 |
| 10 | 33 | 60 | 60 | 52 | 52 |
| 11 | 25 | 33 | 60 | 50 | 50 |
| 12 | - | 25 | 33 | 50 | 50 |
| Total | 298 | 388 | 448 | 460 | 460 |

Goals and philosophy

MISSION AND VISION

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others.

MPS’ vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes (“SLOs”), and all school activities:

Excellence

Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students’ college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students’ development of personal and academic networks for long-term resilience and connection.

STUDENT LEARNING OUTCOMES

The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-5. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the Charter School.

| MSA-5 graduates will be: | |
|--------------------------|---|
| SCHOLARS who: | <ul style="list-style-type: none"> ▪ Think critically. ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. |

| MSA-5 graduates will be: | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> ▪ Utilize problem-solving techniques during conflict resolution and can compromise. |
| INDEPENDENT SCHOLARS who: | <ul style="list-style-type: none"> ▪ Exhibit the ability to integrate technology as an effective tool in their daily lives. ▪ Use technology effectively to access, organize, research and present information. ▪ Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community. ▪ Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Are self-directed. ▪ Meaningfully engage in learning activities. ▪ Make informed decisions on their learning pathways. ▪ Know their readiness levels, interests, and backgrounds. ▪ Understand their own learning styles and intelligence preferences. ▪ Reflect on their learning. ▪ Accept and integrate feedback. ▪ Adapt to change. |
| COMMUNITY FOCUSED CITIZENS who: | <ul style="list-style-type: none"> ▪ Embrace and respect cultural diversity through the understanding of our global world. ▪ Demonstrate knowledge and understanding of American and world history and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. ▪ Develop their ability to affect change in the world. ▪ Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness. ▪ Understand that outreach is a responsibility. ▪ Realize that agitation is a mechanism to activism. |

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-5 is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.

The President's Council of Advisors on Science and Technology (2010) describes the importance of middle and high school education in STEM as follows:

The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.

Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of the President, Washington, D.C., 2010. (PCAST, 2010)

All MSA-5 schools prepare 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions such as: national academic and STEAM competitions, internships, mentoring, STEAM clubs, college and career field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

MSA-5 graduates also develop the social and emotional skills needed to compete in a global society. MSA-5 graduates have a growth mind-set, are resilient, reflective, and demonstrate grit, self-respect and good character. These skills are crucial to not only attending and completing college but also for graduates being able to develop and contribute their original ideas in a work place environment.

HOW LEARNING BEST OCCURS

MSA-5 firmly believes that ALL students are brilliant, and are capable of growing academically and emotionally. It is our responsibility as educators to provide scholars with the tools and contexts they need to accomplish their goals. We also recognize that all students bring a unique set of skills and talents to the school community. Our goals for our scholars are to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged.

Research and experience shows us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school. At MSA-5, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the

process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MPS carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MSA-5' rigorous CCSS-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills. We have designed our curriculum to be relevant to our student demographic, while allowing scholars to explore and connect to the world. Additionally, we believe that student output must have depth and value, in order to foster a sense of pride and accomplishment.

The educators on our team are the foundation of authentic and equitable learning. MSA-5 teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MSA-5 teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens the students' knowledge, it also sparks and stimulates their curiosity and passion for learning.

In addition to our educators as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on life skills is an important element of the MSA-5 model that enhances our scholars' learning experience. Our life skills courses are supplemental and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

In order to cultivate responsible members of society, students need to be fully engaged with their community. MSA-5 students are continuously and actively involved in various community outreach endeavors. The MSA-5 model incorporates "real life" projects that are aligned with the curriculum, and provide students with opportunities to work within their home community. This will help students move from adolescence and school to adulthood and society.

In addition to the curricular design, MSA-5 also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and social and emotional enrichment beyond the school day. This program will promote a love of learning and accelerate a positive feeling about the school experience, as well as, nurture a sense of family in our scholars.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

MSA-5 will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals.

| LCFF STATE PRIORITIES | |
|--|--|
| GOAL #1 | |
| All students will pursue academic excellence and be college/career ready. | <p style="text-align: right;">Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p> <p style="text-align: right;">Local Priorities:</p> <p> <input type="checkbox"/> : <input type="checkbox"/> : </p> |
| Specific Annual Actions to Achieve Goal | |
| <p>Priority 1:</p> <ul style="list-style-type: none"> A. MSA-5 will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs. B. MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials. C. MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. <p>Priority 2:</p> <ul style="list-style-type: none"> D. MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). <p>Priorities 2 & 4 & 7:</p> <ul style="list-style-type: none"> E. MSA-5 will identify ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and monitor student progress in program implementation. F. MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (detailed in the English Learner section of the charter petition) to all students, including ELs. MSA-5 will ensure that teachers participate in professional development on ELD. <p>Priority 2 & 4 & 8:</p> <ul style="list-style-type: none"> G. During the school day, MSA-5 will provide additional supports and interventions to all students, including ELs. | |

| | | | | | | |
|---|--|-----------|---------------|-----------|---------------|-----------|
| Priority 4: | H. MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. | | | | | |
| | I. MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores and regularly review progress towards targets. | | | | | |
| | J. MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years. | | | | | |
| | K. MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. | | | | | |
| | L. MSA-5 will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. | | | | | | |
| Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019- 2020 | 2020-2021 | 2021- 2022 | 2022-2023 |
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| Outcome #2: Students will have sufficient access to standards-aligned instructional materials. | | | | | | |
| Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019- 2020 | 2020-2021 | 2021- 2022 | 2022-2023 |
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| Outcome #3: Items on facility inspection checklists will be in compliance/good standing., | | | | | | |
| Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019- 2020 | 2020-2021 | 2021- 2022 | 2022-2023 |
| All Students (Schoolwide) | 90% | 90% | 90% | 90% | 90% | 90% |
| Outcome #4: Charter School will provide implementation of state standards for all students, including English learners. | | | | | | |
| Metric/Method for Measuring: Percentage of state standards implementation for all students, including English learners | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019- 2020 | 2020-2021 | 2021- 2022 | 2022-2023 |
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| Outcome #5: Students will meet or exceed standards on CASSPP-ELA/Literacy assessments. | | | | | | |
| Metric/Method for Measuring: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8) | | | | | | |

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------------------------|---|---|---|---|---|
| All Students (Schoolwide) | 43.1 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| English Learners | 68.5 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| Socioecon. Disadv./Low Income Students | 43.7 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 119.8 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| Asian Students | * | * | * | * | * | * |
| Latino Students | 50.1 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| White Students | * | * | * | * | * | * |
| Outcome #6: Students will meet or exceed standard on CASSPP-Mathematics assessments. | | | | | | |
| Metric/Method for Measuring: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 94.3 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| English Learners | 113 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |

| | | | | | | |
|--|----------------------------|---|---|---|---|---|
| Socioecon. Disadv./Low Income Students | 95.7 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 179.9 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| Asian Students | * | * | * | * | * | * |
| Latino Students | 103.6 points below Level 3 | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year | Increase by 5 points compared to prior year |
| White Students | * | * | * | * | * | * |

Outcome #7: Students will meet or exceed their growth targets on the MAP Reading Assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP Reading Assessment.

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 67% | 68% | 69% | 70% | 71% | 72% |
| English Learners | 32% | 33% | 34% | 35% | 36% | 37% |
| Socioecon. Disadv./Low Income Students | 40% | 41% | 42% | 43% | 44% | 45% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 22% | 23% | 24% | 25% | 26% | 27% |
| Asian Students | * | * | * | * | * | * |
| Latino Students | 68% | 69% | 70% | 71% | 72% | 73% |
| White Students | * | * | * | * | * | * |

Outcome #8: Students will meet or exceed their growth targets on the MAP Mathematics Assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP Mathematics Assessment.

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| All Students (Schoolwide) | 64% | 65% | 66% | 67% | 68% | 69% |
| English Learners | 27% | 28% | 29% | 30% | 31% | 32% |
| Socioecon. Disadv./Low Income Students | 62% | 63% | 64% | 65% | 66% | 67% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 29% | 30% | 31% | 32% | 33% | 34% |
| Asian Students | * | * | * | * | * | * |
| Latino Students | 62% | 63% | 64% | 65% | 66% | 67% |
| White Students | * | * | * | * | * | * |

Outcome #9: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of ELs making annual progress in learning English as measured by the ELPAC

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 70.2% | 71% | 72% | 73% | 74% | 75% |

Outcome #10: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to fluent English proficient (RFEP) annually

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|--|--|--|--|--|
| English Learners | 20% | MSA-5's reclassification rates will meet or exceed District averages for the same grade levels | MSA-5's reclassification rates will meet or exceed District averages for the same grade levels | MSA-5's reclassification rates will meet or exceed District averages for the same grade levels | MSA-5's reclassification rates will meet or exceed District averages for the same grade levels | MSA-5's reclassification rates will meet or exceed District averages for the same grade levels |

Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | * | * | * | * | 25% | 25% |

Outcome #12: Students in grades 9-11 will participate in the PSAT test.

Metric/Method for Measuring: Percentage of students in grades 9-11 who will participate in the PSAT test

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.

Metric/Method for Measuring: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | * | 20% | 20% | 20% | 20% | 20% |

Outcome #14: Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.

Metric/Method for Measuring: Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 70% | ≥80% | ≥80% | ≥80% | ≥80% | ≥80% |

GOAL #2

All students will become independent, innovative scholars.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Priority 7:

- M. MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- N. MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.
- O. MSA-5 will offer an “Advanced Math” class or club to students in grades 6-8.
- P. MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.

Priority 7 & 8:

- Q. MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Metric/Method for Measuring: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model or demo.

Metric/Method for Measuring: Percentage of who have created or demonstrate a STEAM focused project, experiment, model or demo

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 85% | 90% | 90% | 90% | 90% | 90% |

GOAL #3

| | |
|---|---|
| <p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p> | <p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> |
|---|---|

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

- Priority 3:**
- R. MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
 - S. MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
 - T. MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.
 - U. MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Priority 5:**
- V. MSA-5 will provide a safe, nurturing, and engaging learning environment for all of our students and families. Academic and socio-emotional support will be provided to address student needs.
 - W. MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
 - X. MSA-5 will offer credit recovery classes and individual graduation plans outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Priority 6:**
- Y. MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
 - Z. MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - AA. MSA-5 will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold quarterly SSC meetings.

Metric/Method for Measuring: Number of SSC meetings per year

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 4 | 4 | 4 | 4 | 4 | 4 |

Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Metric/Method for Measuring: Number of ELAC meetings per year

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| English Learners | 2 | 4 | 4 | 4 | 4 | 4 |

Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.

Metric/Method for Measuring: Number of PTF meetings per year

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| | | | | | | |

| All Students (Schoolwide) | 5 | 4 | 4 | 4 | 4 | 4 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| Outcome #4: Charter School will hold activities/events for parent involvement. | | | | | | |
| Metric/Method for Measuring: Number of activities/events for parent involvement per year | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 5 | 5 | 4 | 4 | 4 | 4 |
| Outcome #5: Teachers will update SIS records daily/weekly. | | | | | | |
| Metric/Method for Measuring: Frequency of SIS record updates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | Daily/weekly | Daily/weekly | Daily/weekly | Daily/weekly | Daily/weekly | Daily/weekly |
| Outcome #6: Charter School will send progress reports/report cards to parents. | | | | | | |
| Metric/Method for Measuring: Number of progress reports or report cards sent to parents per year | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 6 | 6 | 6 | 6 | 6 | 6 |
| Outcome #7: Charter School's students will be home-visited by the teachers. | | | | | | |
| Metric/Method for Measuring: Percentage of students who have been home-visited by the teachers per year | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 35% | 25% | 25% | 25% | 25% | 25% |
| Outcome #8: Charter School will maintain a high ADA rate. | | | | | | |
| Metric/Method for Measuring: ADA rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 95% | 95% | 95% | 95% | 95% | 95% |
| Outcome #9: Charter School will maintain a low chronic absenteeism rate. | | | | | | |
| Metric/Method for Measuring: Chronic absenteeism rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 14% | 12% | 10% | 8% | 6% | 4% |
| Outcome #10: Charter School will maintain a low middle school dropout rate. | | | | | | |

| Metric/Method for Measuring: Middle school dropout rate | | | | | | |
|--|--------------------|-----------|-----------|-----------|-----------|-----------|
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 0% | 0% | 0% | 0% | 0% | 0% |
| Outcome #11: Charter School will maintain a low high school dropout rate. | | | | | | |
| Metric/Method for Measuring: High school dropout rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2014-15 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 0% | 0% | 0% | 0% | 0% | 0% |
| Outcome #12: Charter School will maintain a high four-year cohort graduation rate. | | | | | | |
| Metric/Method for Measuring: Four-year cohort graduation rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2014-15 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | * | * | * | 95% | 95% | 95% |
| Outcome #13: Charter School will maintain a low student suspension rate. | | | | | | |
| Metric/Method for Measuring: Student suspension rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2016-17 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 0% | ≤3% | ≤3% | ≤3% | ≤3% | ≤3% |
| Outcome #14: Charter School will maintain a low student expulsion rate. | | | | | | |
| Metric/Method for Measuring: Student expulsion rate | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2016-17 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | 0% | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Outcome #15: Charter School will maintain high participation rates in the school experience survey. | | | | | | |
| Metric/Method for Measuring: School experience survey participation rates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2016-17 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | Students: 89.4% | 85% | 85% | 85% | 85% | 85% |
| | Parents: 63.1% | 55% | 55% | 55% | 55% | 55% |
| | Staff: 100% | 85% | 85% | 85% | 85% | 85% |
| Outcome #16: Charter School will maintain a high approval rating in the school experience surveys. | | | | | | |

| Metric/Method for Measuring: School experience survey average approval rates | | | | | | |
|---|------------------|-----------|-----------|-----------|-----------|-----------|
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (Schoolwide) | Students: 61% | 65% | 65% | 65% | 65% | 65% |
| | Parents: 94% | 90% | 90% | 90% | 90% | 90% |
| | Staff: 90% | 85% | 85% | 85% | 85% | 85% |

*Student group not numerically significant at this time.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

In addition to the Student Learning Outcomes detailed above, MSA-5 expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to graduation:

Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

| Skills | Learning Objectives | Assessment Tools |
|---|---|---|
| Leadership, Collaboration and Cooperation | <ul style="list-style-type: none"> ▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments. |
| Self-assessment and Reflection | <ul style="list-style-type: none"> ▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations of student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. |
| Goal Setting | <ul style="list-style-type: none"> ▪ Set positive academic and non-academic goals. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. |

| Skills | Learning Objectives | Assessment Tools |
|---------------------------------------|--|--|
| | <ul style="list-style-type: none"> ▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly. | <ul style="list-style-type: none"> ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics. |
| Critical Thinking and Problem Solving | <ul style="list-style-type: none"> ▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics. |
| Self-discipline | <ul style="list-style-type: none"> ▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work |
| Citizenship | <ul style="list-style-type: none"> ▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities. | <ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions |

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

As noted above, instructional design is based on three pillars: **Academic Excellence, Innovation, and Connection.**



We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-5 aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student’s individual needs by which a passion for learning is created that will be sustainable for life.

| Academic Excellence (Scientific Thinkers) | Innovation (Intrinsically Driven and Self-Motivated) | Connection (Socially Responsible Global Citizens) |
|---|--|---|
| <ul style="list-style-type: none"> a. STEAM Focus b. Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning) c. Effectively Integrating Technology into Teaching and Learning d. Public Display of Excellence e. Life-long Learning | <ul style="list-style-type: none"> 1. Data-driven Instruction to Ensure College Readiness 2. Periodic Benchmark Tests 3. After-school Tutoring 4. College Mentorship Program 5. College Tracking Program 6. Portfolio Module with Learning Targets 7. AP Courses 8. Honors 9. Individualized scheduling | <ul style="list-style-type: none"> 10. Community Service and Volunteerism 11. World Languages 12. International Visits, Trips, Speakers 13. Home Visits 14. Students achieve self-actualization 15. Business and Industry Partnerships 16. Higher Education Collaboration 17. Internships/externships |

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE (SCIENTIFIC THINKERS)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. **Science** courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science classes employ Technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-5 all students learn about **Engineering Design**, technology, and applications of science as part of their core classes. Computer course are offered at all levels and skills are further developed in after school enrichments. Students take AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. Furthermore, Engineering is also embedded in electives offered such as robotics, architecture and design. **Arts** instruction focuses on developing students' creativity, imagination, discipline and self-expression

through drawing and fine arts, music, drama and improvisation, and dance. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below).

Effectively Integrating Technology into Teaching and Learning

The Technology Program is a distinguished feature of MSA-5, with highly trained faculty leading engaging instruction. The program enables students to personalize learning practice and integrate all subjects in project based learning in a fun and meaningful way. This unique program includes:

- Technology courses and curriculum that provides technology tools necessary in the 21st century and develops critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.
- Core class integration projects that require higher order learning and improving critical thinking skills.

Public Displays of Excellence in STEAM

MSA-5 students and faculty organize and participate in numerous STEAM competitions. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers' success. MSA-5 offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, MathCounts, Robotics, and Science Olympiad clubs. Additionally, we are exploring implementing programs such as Project Lead The Way to sustain our ongoing efforts to integrate STEAM instruction. Parents are involved in co-facilitating after-school programs and activities.

Life-Long Learning

Based on Delors's (1996) four 'pillars' of education for the future,⁷ we believe lifelong learning may be broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-5, we seek to develop diverse learning habits in our students:

- Learning to know** – mastering learning tools rather than acquisition of structured knowledge
- Learning to do** – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments
- Learning to live together, and with others** – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion
- Learning to be** – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-5 aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and negotiate conflicts.

INSTRUCTIONAL DESIGN COMPONENTS: INNOVATION (INTRINSICALLY DRIVEN AND SELF-MOTIVATED)

⁷ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

Data-Driven Instruction

MSA-5 teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: MAP diagnostic data, SBAC Interim formative and summative data, student survey, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

The online curriculum and real time assessments allow continuous and individualized pacing as well as flexibility in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic MAP assessments provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is requisite to adequate support for students' learning (Blum, 2004).

Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & Wiliam, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

Periodic Benchmark Tests

MSA-5 uses NWEA's computer-adapted tests, called MAP, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in CCSS. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered in the fall and spring of every academic year in Reading, Language Usage, Mathematics and Science. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how students are performing. The assessments adapt to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

After-School Tutoring

MSA-5 offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAPs, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year.

MSA-5 After School Program Structure

| | | | |
|--|---|------------------------------------|--|
| Students in need of English Language Development (“ELD”) support | → | ELD tutoring: | Computer-aided grammar, vocabulary, reading, writing, listening and speaking |
| Students in need of core class support | → | Tutoring program for core classes: | Mathematics, Science, English-Language Arts and History-Social Science |
| All students | → | After-school clubs: | Advanced Math, Science Olympiad/Cool Science, Computer, FIRST Lego League, Robotics, Yearbook, World Languages, Sports, Student Council, Arts and Crafts, Homework, etc. |

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those under-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students’ interest in learning.

College Pathways Program

MSA-5 upholds the belief that college is attainable through academic success and persistence. The MSA-5 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, College Advisors play an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of the College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four- Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-5 is invested in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with

students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for its students.

COMMUNITY (SOCIALLY RESPONSIBLE GLOBAL CITIZENS)

MSA-5 believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development our students and the communities in which they live, in order to enrich the global society.

Community Service

MSA-5 students engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Life Skills Program

Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most “at-risk” students, to have a vision and be more specific on their goals to be successful at school and during their life.

Instructional Field Trips and Guest Speakers for Motivation

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Visiting a research laboratory (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, Caltech, UCI, and CSU-Long Beach), and meeting with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be

designed to promote social and emotional development and to provide for the development of the "whole" child.

Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-5 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-5 teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

CURRICULUM AND INSTRUCTION

All curricula at MSA-5 is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards (NGSS). Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

In grades 6 through 8, students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. In addition, our comprehensive education program includes: electives in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading ("SSR"), and other electives. MSA-5 offers all students one period of Life Skills per week.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school's English Learners is described in detail in the sections below.

MIDDLE SCHOOL CURRICULUM

Mathematics

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics

content as well as mathematical understanding. The CCSS in Math for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-5 focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the twenty-first century through innovation.

MSA-5 offers an integrated math pathway of courses, aligned with new CCSS Math standards and “best practices” in math learning and instruction.⁸ In determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student’s prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student’s current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student’s official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction). In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

| Pathway | Grade 6 | Grade 7 | Grade 8 |
|------------------------------|----------------------|----------------------|--------------------|
| Regular Pathway | Math 6 | Math 7 | Math 8 |
| Accelerated Pathway 1 | Math 6 | Accelerated Math 7/8 | Integrated Math I |
| Accelerated Pathway 2 | Accelerated Math 6/7 | Integrated Math I | Integrated Math II |

⁸ Depending on students’ math backgrounds and surrounding schools’ pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Pre-calculus courses replace Integrated Math I, II, III, and IV courses.

In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students.

| MATHEMATICS | |
|--|--|
| MATH 6 (Core, College preparatory) | MATH 7 (Core, College preparatory) |
| In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. | In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. |
| MATH 8 (Core, College preparatory) | ACCELERATED MATH 6/7 (Core, College preparatory) |
| In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. | This course compacts 6 th and 7 th grade standards and it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. |
| ACCELERATED MATH 7/8 (Core, College preparatory) | INTEGRATED MATHEMATICS I (Core, College preparatory) |
| This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, | The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and |

| | |
|--|--|
| and logical subject that makes use of their ability to make sense of problem situations. | geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates. |
| INTEGRATED MATHEMATICS II (Core, College preparatory) | |
| The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates. | |

See additional course descriptions in the section below on High School Mathematics.

Science

The Charter School's curriculum is based on the state framework and state standards following Next Generation Science Standards. Students at MSA-5 explore NGSS-aligned Disciplinary Core Ideas ("DCI") in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-5 use hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

Inquiry and exploration are the basis of each curriculum unit in science classes. Key questions are given to students and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students build on their understanding of science concepts,

learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth is emphasized and students become self-reliant, independent problem-solvers. We employ an integrated science curriculum, in accordance with the Next Generation Science Standards. Courses are designed to focus on development of a “scientific mind” through student use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring.

| SCIENCE | |
|--|--|
| INTEGRATED SCIENCE 6 (Core, College preparatory) | INTEGRATED SCIENCE 7 (Core, College preparatory) |
| <p>The major units of study for all grade six middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life ▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪ | <p>The major units of study for all grade seven middle school students are:</p> <ol style="list-style-type: none"> 1. Unit 1: Motion and Energy 2. Unit 2: Interactions of Matter 3. Unit 3: Understanding the Universe 4. Unit 4: Earth and Geological Changes 5. Unit 5: Exploring Ecology 6. Unit 6: Heredity and Human Body Systems <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪ |
| INTEGRATED SCIENCE 8 (Core, Non-college preparatory) | |
| <p>The major units of study for all grade eight middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪ | |

Students at MSA-5 also have off campus field trip experiences and meet with professionals in STEAM areas during these field trips or through guest speakers on campus. These experiences deepen and enhance classroom study, and enhance students’ vision of science.

Partnership with Mount Wilson Observatory

With the Mount Wilson Observatory Institute and the Carnegie Observatories, MSA-5 has piloted the first field trips for 5-12th grades students in the history of the century old Mount Wilson Observatory. MPS’ collaboration with the Mount Wilson Observatory will put our students, most of whom who have never been ten miles from their homes, on the top of the world. Located on Mount Wilson, a 1,740-metre (5,710-foot) peak in the San Gabriel Mountains less than an hour’s drive from our neighborhood, the observatory contains two historically important telescopes: the 100-inch (2.5 m) Hooker telescope,

which was the largest aperture telescope in the world from its completion in 1917 to 1949, and the 60-inch (1.5 m) Hale telescope which was the largest telescope in the world when it was completed in 1908. It also contains the Snow solar telescope completed in 1905, the 18-meter solar tower completed in 1908, the 46-meter solar tower completed in 1912, and the CHARA array, built by Georgia State University, which became fully operational in 2004 and was the largest optical interferometer in the world at its completion. The increasing light pollution due to the growth of greater Los Angeles has limited the ability of the observatory to engage in deep space astronomy, but it remains a productive center, with the CHARA Array continuing important stellar research.

Starting in 2015-16, MSA-5 became the first K-12 educational organization to have access to this underutilized local resource. Our collaboration will include scientific explorations, which will translate to an opportunity for our students to serve as docents for other students as we jointly develop a field trip program tightly aligned to the daily instruction and curriculum in schools throughout Los Angeles. Examples of NGSS aligned piloted lessons include “The Scale of Space” and “Spectroscopy: Science through Rainbows.” Our students will sleep over under the dome of the telescope where Edwin Hubble, Milton Humason, Fritz Zwicky, Walter Baade and George Ellery Hale conducted research and discovery, replicating those experiments on the very same equipment. Students will participate first hand in the evolution of technology and how science and innovation have changed our world. They will see themselves as integral to the future of science and dig deeply into the Next Generation Science Standards with their entire imaginations. Our students will bond with the scientists from around the world collecting data for their research using the Mount Wilson equipment, blogging about the experiments as part of a globally connected learning community. The scientists will work with our students as part of a residency program by incorporating online learning and ongoing collaboration with the classroom teacher to get first-hand experience with professionals in the field. From earth science to chemistry, to physics and beyond, Mount Wilson becomes the great outdoor classroom to light our urban students’ dreams.

Our goal is to ensure that these new programs become available to all schools in Los Angeles County as our service to the greater good of excellent, inspiring science instruction in public education. We take seriously our commitment to encourage the use of different and innovative teaching methods and to Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

English Language Arts

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of Sustained Silent Reading as part of the daily curriculum. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student’s current level, maximizing its effectiveness.

MSA-5 also is using the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student

narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments.

The middle school reading curriculum is integrated into all content areas. Students' progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words for our EL students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the Charter School's curriculum. Teachers emphasize close reading and informational text.

Writing serves as an important vehicle for learning, and MSA-5 students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that students must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt." (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

The middle school writing curriculum is integrated into all content areas. This includes literature and science-based readings with emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar are incorporated into writing exercises.

| ENGLISH LANGUAGE ARTS | |
|--|--|
| ENGLISH LANGUAGE ARTS 6 (Core, College preparatory) | ENGLISH LANGUAGE ARTS 7 (Core, College preparatory) |
| Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all students. Students' understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear. | In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language |

| | |
|---|--|
| | and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing. |
| ENGLISH LANGUAGE ARTS 8 (Core, College preparatory) | |
| <p>In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author’s evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.</p> | |

Sustained Silent Reading Program

In grades 6 through 8, all students participate in Sustained Silent Reading for 25 minutes a day, every day.

| |
|---|
| SUSTAINED SILENT READING (SSR) PROGRAM |
| SUSTAINED SILENT READING (SSR) PROGRAM (Non-core, Non-college preparatory) |
| <p>MSA-5 utilizes MyOn reader, a personalized, online literacy program that helps teachers manage and monitor a student’s independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner’s target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student’s progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (“RTI”) strategies.</p> |

History/Social Science

The History/Social Science curriculum is aligned with the state framework and offers students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum also introduces world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at MSA-5 use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National

Council for the Social Studies,⁹ social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

| HISTORY/SOCIAL SCIENCE | |
|--|---|
| HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory) | HISTORY/SOCIAL SCIENCE 7 (Core, College preparatory) |
| Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images. | The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures. |
| HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory) | |
| The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy. | |

Intervention Courses

⁹ Source: <http://www.ncss.or/positions/powerful>

Students in need of extra support may be assigned Power English and/or Power Math courses for extra assistance.

| INTERVENTION | |
|--|--|
| POWER ENGLISH (Non-core, Non-college preparatory) | POWER MATH (Non-core, Non-college preparatory) |
| This ELA course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level ELA course. Power English is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content. | This math course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course. Power Math is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content. |

Language Other Than English

In grades 6 through 8, students are offered languages other than English as elective courses depending on student needs/demands and availability of teachers and resources.

| LANGUAGE OTHER THAN ENGLISH | |
|--|--|
| SPANISH (Non-core, College preparatory) | WORLD LANGUAGE (Non-core, College preparatory) |
| This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish (6 th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7 th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8 th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS. | This series of courses is designed to teach students about the world language and culture of the people where the world language is spoken. The World Language courses can include: Korean or Turkish. Beginning World Language (6 th grade) course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate World Language (7 th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8 th grades) enables students to grow their skills and depth of knowledge further. All three levels of the world language teach students to appreciate the world culture by acquainting students with art, literature, customs, and history of the people who speak the world language. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS. |

Visual & Performing Arts

In grades 6 through 8, students are offered Visual & Performing Arts courses as electives.

| VISUAL & PERFORMING ARTS |
|--|
| FUNDAMENTALS OF ART (Non-core, Non-college preparatory) |
| <p>This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> |

Health and Physical Education

In grades 6 through 8, students are offered Health and Physical Education courses as electives.

| HEALTH AND PHYSICAL EDUCATION |
|--|
| HEALTH AND PHYSICAL EDUCATION (Non-core, Non-college preparatory) |
| <p>Courses offered in the Health and Physical Education department are designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.</p> <p>The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools.</p> |

Life Skills Program

In grades 6 through 8, students are offered Life Skills courses for one hour a week.

| LIFE SKILLS |
|---|
| LIFE SKILLS (Non-core, Non-college preparatory) |
| <p>MSA-5 uses the "Second Step" program in middle school grades. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.</p> <p>This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle school grade students attends Life Skills one period per week. Life Skills themes are integrated into broader school</p> |

wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

Computers & Technology

MSA-5 implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

| COMPUTERS & TECHNOLOGY | |
|--|---|
| COMPUTER SCIENCE & TECHNOLOGY (Non-core, Non-college preparatory) | |
| <p>The majority of our 6th grade students enter with almost no technology skills. As they progress into 8th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects. Progression is individualized to address all students needs based on ability.</p> | |
| <p>In conjunction with the Computer Technology instruction, MSA-5 implements a Computer Science curriculum, which complies with Computer Science Teachers Association’s (“CSTA”) ‘Standards for K-12 Computer Science Education.’ These standards constitute a framework with three levels:</p> | |
| <u>Recommended Grade</u> | <u>Level</u> |
| <ul style="list-style-type: none"> ▪ K-5 ▪ 6-8 ▪ 9-12 | <p>Level 2 - Computer Science and Community</p> <p>Level 3 - Computer Science in the Modern World</p> <p style="padding-left: 20px;">Concepts and Practices</p> <p style="padding-left: 20px;">Topics in Computer Science</p> |
| <p><i>Level 2 (Grades 6–9) Computer Science and Community:</i> Middle school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration. Students begin to experience computational thinking as a means of addressing issues relevant, not just to them, but to the world around them. The learning experiences created from these standards are relevant to the students and should promote their perceptions of themselves as proactive and empowered problem solvers. They are designed with a focus on active learning and exploration and can be taught within explicit computer science courses or embedded in other curricular areas such as social science, language arts, mathematics, and science.</p> | |
| <p><i>Level 3 (Grades 8–12) Applying concepts and creating real world solutions:</i> Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards will focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They are designed with a focus on collaborative learning, project management, and effective communication.</p> | |
| <p>MSA-5 will offer accelerated tracks on Computer Science curriculum. For students who are ready for an accelerated program, MSA will offer the Advanced curriculum in middle school where topics in Level 3 are covered.</p> | |

The following summarizes the Computer Science curriculum:

- Middle school curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking. Programming and Discrete Math topics are infused into the curriculum. Programming topics are more intense in the 6th and 7th grades.
- 8th grade curriculum serves a transition between middle school and high school, topics focus on the conceptual understanding of high school electives.
- High school curriculum is composed of elective courses and AP Computer Science course. MSA-5 may provide the following elective course packages:
 - Computer Literacy
 - Computer Programming
 - Robotics
 - Web Design
 - Digital Art
 - AP Computer Science A
 - AP Computer Science Principles

HIGH SCHOOL CURRICULUM

High school curriculum offers courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, and in accordance with UC/CSU A-G requirements, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma.

Mathematics

High school students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. As described in the section above regarding Middle School Mathematics, in determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

| Pathway | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------|---------|----------|----------|----------|
| | | | | |

| | | | | |
|------------------------------|---------------------|---------------------|---------------------|-------------|
| Regular Pathway | Integrated Math I | Integrated Math II | Integrated Math III | Electives * |
| Accelerated Pathway 1 | Integrated Math II | Integrated Math III | Electives * | Electives * |
| Accelerated Pathway 2 | Integrated Math III | Electives * | Electives * | Electives * |

* Electives in Mathematics include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

| |
|--|
| INTEGRATED MATHEMATICS I (Core, College preparatory) |
| The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates. |
| INTEGRATED MATHEMATICS II (Core, College preparatory) |
| The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates. |
| INTEGRATED MATHEMATICS III (Core, College preparatory) |
| It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. |

They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.

INTEGRATED MATHEMATICS IV (Core, College preparatory)

This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.

PRE-CALCULUS (Core, College preparatory)

In Precalculus, students extend their work with complex numbers begun in Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.

AP STATISTICS (Core, College preparatory)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP CALCULUS AB (Core, College preparatory)

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst

AP CALCULUS BC (Core, College preparatory)

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when

| | |
|---|--|
| these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. | they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. |
|---|--|

Laboratory Science

Students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

| LABORATORY SCIENCE CORE COURSES | |
|--|--|
| PHYSICS A/B (Core, College preparatory) | BIOLOGY A/B (Core, College preparatory) |
| The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum. | Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum. |
| CHEMISTRY A/B (Core, College preparatory) | |
| This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum. | |

| LABORATORY SCIENCE ELECTIVES | |
|---|---|
| AP ENVIRONMENTAL SCIENCE A/B (Core, College preparatory) | MARINE BIOLOGY A/B (Core, College preparatory) |

| | |
|---|--|
| <p>This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.</p> | <p>Marine Biology builds upon and extends biological concepts developed during earlier science courses. Students take an in-depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.</p> |
| <p>AP PHYSICS B A/B (Core, College preparatory)</p> | <p>AP BIOLOGY A/B (Core, College preparatory)</p> |
| <p>This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.</p> | <p>This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.</p> |
| <p>AP CHEMISTRY A/B (Core, College preparatory)</p> | |
| <p>This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.</p> | |

English Language Arts

Students are required to take four years of approved courses in English.

| ENGLISH | |
|---|---|
| <p>ENGLISH 9 A/B (Core, College preparatory)</p> | <p>ENGLISH 10 A/B (Core, College preparatory)</p> |
| <p>English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.</p> | <p>English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.</p> |
| <p>ENGLISH HONORS 9 A/B (Core, College Preparatory)</p> | |
| <p>The Honors English 9 course is designed for students who show a high level of proficiency in reading, writing, and literary analysis and is preparation for AP level coursework. Honors English students will improve their written and oral communication skills while strengthening their ability to understand and examine literature in a variety of genres including: essays, novels, short stories, speeches, and poetry. Students are challenged to read complex texts, craft multifaceted arguments that are supported by the literature, and apply the knowledge that they have learned in their writing.</p> | |

| | |
|---|---|
| <p>Students will strengthen their composition skills by examining model essays in different genres by student and professional publishers. Through in-depth essay planning, organizing, drafting, and revising, students will hone their writing skills. Additionally, they will build on proper writing conventions with in-depth study of sentence analysis and structure, agreement, and punctuation.</p> | |
| ENGLISH 11 A/B (Core, College preparatory) | ENGLISH 12 A/B (Core, College preparatory) |
| <p>English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.</p> | <p>English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.</p> |
| AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory) | AP ENGLISH LITERATURE AND COMPOSITION A/B (Core, College preparatory) |
| <p>This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.</p> | <p>This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).</p> |
| ENGLISH LANGUAGE DEVELOPMENT A/B (Non-Core, Non-College preparatory) | |
| <p>The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.</p> | |
| JOURNALISM A/B (Non-core, Non-College preparatory) | SPEECH A/B (Non-Core, Non-College preparatory) |
| <p>Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.</p> | <p>Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.</p> |

History/Social Science

Students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

| HISTORY/SOCIAL SCIENCE CORE COURSES | |
|--|--|
| WORLD HISTORY A/B (Core, College preparatory) | U.S. HISTORY A/B (Core, College preparatory) |
| This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies. | This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. |
| AMERICAN GOVERNMENT (Core, College preparatory) | |
| Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles. | |

| HISTORY/SOCIAL SCIENCE ELECTIVES | |
|---|--|
| AP GOVERNMENT AND POLITICS: UNITED STATES A/B (Core, College preparatory) | AP WORLD HISTORY A/B (Core, College preparatory) |
| This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties. | AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. |
| AP U.S. HISTORY A/B (Core, College preparatory) | AP GOVERNMENT AND POLITICS: COMPARATIVE A/B (Core, College preparatory) |

| | |
|--|--|
| <p>This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.</p> | <p>This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.</p> |
|--|--|

| | |
|---|--|
| <p>ECONOMICS (Core, College preparatory)</p> <p>In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.</p> | <p>PSYCHOLOGY A/B (Core, College preparatory)</p> <p>This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.</p> |
| <p>ANTHROPOLOGY A/B (Core, College preparatory)</p> <p>Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.</p> | <p>WORLD CULTURES A/B (Non-Core, College preparatory)</p> <p>This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the cultures historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.</p> |
| <p>AP HUMAN GEOGRAPHY A/B (Non-core, College preparatory)</p> <p>The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the</p> | <p>AP PSYCHOLOGY A/B (Core, College preparatory)</p> <p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While</p> |

| | |
|--|--|
| <p>systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012)</p> | <p>considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.</p> |
|--|--|

Language Other Than English

Students are required to take at least two years of a Language other than English in the same language; three years are recommended.

| LANGUAGE OTHER THAN ENGLISH | |
|---|---|
| <p>SPANISH 1-2-3 A/B (Non-Core, College preparatory)</p> | <p>AP SPANISH LANGUAGE AND CULTURE A/B (Non-Core, College preparatory)</p> |
| <p>This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.</p> | <p>The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films, and television productions.</p> |
| <p>AP SPANISH LITERATURE AND CULTURE A/B (Non-Core, College preparatory)</p> | <p>WORLD LANGUAGE 1-2-3 A/B (1 and 2 Core, College preparatory, 3 Non-Core, College preparatory)</p> |
| <p>The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is</p> | <p>This course is designed to teach students about the language and culture of the people where the world language is spoken. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the culture by acquainting students with art, literature, customs,</p> |

| | |
|---|---|
| examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). | and history of the people where the world language is spoken. |
|---|---|

Computers & Technology

Students are required to take at least one year of Computers & Technology.

| COMPUTERS & TECHNOLOGY | |
|---|---|
| COMPUTER LITERACY 1 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory) | COMPUTER LITERACY 2 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory) |
| In this course, students learn to use computational thinking to develop algorithmic solutions to real-world problems. They will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language(s) and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, they will demonstrate an understanding of the social and ethical implications of their work and exhibit appropriate communication behavior when working as a team member. | Computer Science Concepts and Practices is a follow-up course to Computer Science in the Modern World. It is designed to harness the interests of those students wishing to further enhance their studies in the computing fields. In this course, students will begin to develop higher-level computing skills and apply them to a variety of subjects and disciplines. Students will learn how computer science impacts society and promotes change. Through the analysis of global issues, students will explore how computer science can help solve real-world problems using innovation, collaboration, and creativity. This course will also provide students with an opportunity to explore Computer Science as a potential career interest at the collegiate level. |
| WEB DESIGN A/B (Non-core, Non-college preparatory) | COMPUTER PROGRAMMING A/B (Non-core, Non-college preparatory) |
| This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing. Webpage development will include coding HTML and CSS using a text editor and utilizing simple scripts to enhance webpages. | This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as Java Script, Java, C++ and C# are used to provide students with practical illustrations of various programming principles. |
| ROBOTICS A/B (Non-core, Non-college preparatory) | AP COMPUTER SCIENCE A A/B (Non-core, College preparatory) |
| This instructional program prepares individuals to design, develop, program, and maintain robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing | The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. |

| | |
|--|--|
| <p>system. The NGSS engineering standards addressed by this course fit within the Engineering, Technology and Applications of Science Disciplinary Core Idea. Specifically, the following NGSS standards are explored:</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p> | |
| <p>AP COMPUTER SCIENCE PRINCIPLES A/B (Non-core, College preparatory)</p> | |
| <p>AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles give students the opportunity to use technology to address real-world problems and build relevant solutions.</p> | |

Visual & Performing Arts

Students are required to take at least one year of Visual and Performing Arts and chosen from the following categories: dance, drama/theater, music, or visual art.

| VISUAL & PERFORMING ARTS ELECTIVES | |
|---|---|
| <p>AP ART A/B (Non-Core, College preparatory)</p> | |
| <p>This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.</p> | |
| <p>MUSIC APPRECIATION A/B (Non-Core, Non-College preparatory)</p> | <p>DIGITAL ART A/B (Non-Core, Non-College preparatory)</p> |

| | |
|--|--|
| <p>This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.</p> | <p>This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.</p> |
| <p>PHOTOGRAPHY A/B (Non-Core, Non-College preparatory)</p> | <p>THEATRE/PLAY PRODUCTION A/B (Non-Core, Non-College preparatory)</p> |
| <p>This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.</p> | <p>This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.</p> |
| <p>HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Non-Core, Non-College preparatory)</p> | |
| <p>This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.</p> | |

Health and Physical Education

Students are required to take two years of Health and P.E.

| | |
|--|---|
| <p>HEALTH AND PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)</p> | <p>HEALTH AND PHYSICAL EDUCATION II A/B (Non-core, Non-college preparatory)</p> |
| <p>This course is the first year of the high school health and physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.</p> | <p>This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.</p> |

Advisory

In grades 9 through 12, students participate in an Advisory program for 25 minutes a day, every day. Students in 11th and 12th grades also can elect take a year-long College Readiness class.

| ADVISORY PROGRAM | |
|--|--|
| ADVISORY 9-10-11-12 A/B (Non-core, Non-college preparatory) | |
| Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community. | |

| COLLEGE READINESS 11 A/B (Non-core, Non-college preparatory) | COLLEGE READINESS 12 A/B (Non-core, Non-college preparatory) |
|---|---|
| The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster. | The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster. |

Engineering

NGSS and the new CA Science Framework includes Engineering as a Disciplinary Core Idea in teaching science. For the past two years, MPS science teachers have been using McGraw Hill Integrated Science (iScience) curriculum which encompasses engineering design and engineering principals in alliance with the national science framework. Therefore, in MSA-5 all students learn about engineering design, technology, and applications of science as part of their core classes.

MSA-5 offers a curriculum and educational plan that addresses all areas of STEAM. Our high school students take three years of science, while two are required, with a fourth year available as an elective. Students who qualify based on math performance and interests are offered AP Physics, which extends to eighth graders. Additional science electives are offered to middle students such as Science Olympiads and computers.

Technology is a key component to our instructional delivery model each room is equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms. Computer course are offered at all levels and are also available after school. We offer two different AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. Furthermore, Engineering is embedded in electives offered such as robotics, architecture and design. Please see the College Board approved course descriptions for an extensive explanation below:

High School Courses that Promote Engineering of STEAM include: robotics, AP Computer Science Principles, and AP Computer Science Course A.

Robotics (Course Overview from UC's A-G Management Portal)

Robotics is an intro course that will explore, via VEX robotics equipment, relationships between the field of mathematics, science, especially physics, and technology. The goal of this course is to get students interested in pursuing a field of study in STEM upon graduating from high school. The class is designed to introduce students to basic concepts, or advanced, depending upon their levels of expertise, in robotics. The class will give students the opportunity to work in groups of maximum three students in lab experiments. In these experiments, students will work together in building and testing a basic (or complex) VEX-based mobile robot.

Students will have the opportunity to learn about the historical development of robotics as a field. In addition, students will learn about programming using Robot C, and the importance of integrating different robotics sensors, and how these affect the control and mobility of their robots. The basic study of physics laws, via mathematics, and basic computer programming in Robot C, will be presented, and how these can be used to predict the basic mobile behavior of their robots, such as speed, acceleration, torque, and other key components that will affect their mobile robots.

Students will work in small teams of three students to do research, design, program, and construct a mobile robot using VEX equipment. The goal is to have in class competitions amongst each team, and other schools at the high school or collegiate level. Provided there is enough interested among the students during their competitions, the goal is to have the most competitive teams represent the Charter School at competitions held at other schools, or colleges, who have VEX competitions at the state level. Lastly, the course will assist the students in preparing formal resumes and portfolios for the projects they develop that will include basic academic skills, communication skills, people skills, problem solving skills, and using safety whenever they are using the VEX equipment, and the usage of technology.

Robotics will introduce students to the working principles and foundational knowledge of robotics, using mathematics and basic physics principles. Students learn to control mobile robots using VEX equipment programs. The students will write robotics programs using Robot C and Easy Robot C computer programming language to perform various tasks based on the sensory information of the robot. Students will also learn the mathematics involved and basic science principles from physics associated with the various movements of their robotics.

Through hands-on problem-based projects, students will develop critical thinking, problem solving, effective communication, and cooperative skills. VEX Robotics robots are an excellent platform to engage students on collaborative learning environments where science, technology, engineering, and mathematics come together. Besides using computers so that students can learn to design their own robots, they will also have the opportunity to build their robots themselves, and will also have the opportunity to write their own algorithms. The computer algorithms written by the students will enable the robots to become autonomous. At the same time, these algorithms will give the students the opportunity to solve potential problems with their designs using mathematics and science. Students will have access to our computer labs, and they will also be able to use their own personal computers to design, and to write their presentations about their robots.

The following general concepts will be covered in robotics:

- Students will gain competence as communicators both in written and oral form, via formal resumes, power point presentations, and presenting their robot designs to their classmates or audience in attendance at various VEX competitions.

- They will engage in critical thinking, problem solving, and cooperative team work.
- Students will have a basic understanding of the core concepts in computer science and robotics:
- Computer programming in Robot C and Easy Robot C.
- Software and algorithm development for applied problem solving.
- Motion control of VEX robotics robots
- Sensor fusion and sensory data processing.
- Students will learn to ask why and how, and will develop the confidence and motivation to explore technology and science on their own.
- The following computing and robotics concepts will be covered:
- Structured programming using Robot C and Easy Robot C (which is very similar to C++).
- Motion control of robotics
- Robotics sensor fusion and sensory data processing
- Using robotics to solve applied problems and/or word problems in mathematics and science with hands-on activities.

VEX Robotics Competitions (<http://www.vexrobotics.com/vex/competition>):

This program is specifically designed to make students of robotics compete inside the classroom using VEX equipment. These competitions are an easy way to engage students to integrate all facets of STEM education into the classroom. Students also have the opportunity to not only compete against other teams in class, but they also have the ability to go to VEX competitions held during the fall and spring semesters with students from middle, high, and college level. This is an excellent opportunity to network with other students whom have robotics at their schools, and they get to see how other students design robots with the available VEX equipment. These competitions do capture the students' attention, not only in their designs, but also to their programming skills, and to find possible solutions to any flaws that their robot designs might have. During the building and competitions, the students will have with their robots, they will be learning STEM concepts. VEX robotics also has a complete curriculum that can be used with all of their VEX equipment.

AP Computer Science A (Course Overview from UC's A-G Management Portal)

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

AP Computer Science Principles (Course Overview from UC's A-G Management Portal)

This course is designed to provide knowledge about architecture and design in school and for a career. Students will have an understanding of using research to learn about architecture design. Students also learn about floor-plans, elevations, building models, and using the program Google Sketch-up to create their own architecture. The course will use art and technology to provide the students an opportunity to create all different types of projects in architecture. Students will design drawings by hand and apply their knowledge so that they can create images using computer based programs. We will work on new skill enhancing design problems, individually designed projects, and work on a project that incorporates knowledge of sustainability in architecture. The class will switch between computer generated architecture and hand drawn architecture. The key rationale for the elective course is to give the

students overall information about architecture and design so that they can experience the importance of the career from a personal standpoint.

Magnolia Science Academy-5's Middle School Courses that Promote Engineering of STEAM

Computer Literacy

This introductory course in computers is designed to acquaint the students with techniques for using computers. Students learn key entry skills in order to use simple word processors, mathematical or database applications, and simple graphics programming. When school resources allow, teachers may introduce students to the Internet, where they learn about different search engines, e-mail, and the variety of educational resources on the Internet.

Arts are also offered starting at the Middle School level, and are continued through High School, offering students various AP Arts courses. Our arts classes range from We currently have a partnership with the Wallis Annenberg Foundation to enhance our current arts program. Additionally, we offer arts in our after school program to allow our students to obtain more experience in this field of study.

Lastly, math is an essential component to our academic program. Starting at the beginning of our students' career, we assess students' levels to ensure proper placement and support varying from enrichment course to advanced math placement. For our High School students, we require them to take 4 years of math (while 3 is required), offering 3 AP math course and providing advanced math college course through organizations such as Johns Hopkins and Stanford for those who qualify.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed in "Success of the Innovative Features of the Educational Program," above, Magnolia Science Academy-5 distinguishes itself from other schools by incorporating an extraordinary support program that includes home visits, extended learning (before and after-school, weekends and school vacations) and parent and community engagement. Data-driven instruction, differentiation, and targeted interventions support students in achieving success. Our unique College Mentorship Program, Life Skills and College Readiness classes help students plan for college, stay on track and get equipped with necessary skills/credentials for a desired college major.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-5 utilizes California State Board of Education adopted instructional materials aligned with CCSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula includes:

Math: McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program

Science: McGraw Hill; Integrated iScience (6-8); McGraw Hill Biology, Physics, Chemistry (9-12);

English Language Arts/ELD: McGraw Hill; McGraw Hill Study Sync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy (6-12), Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL

Social Science: McGraw Hill, Networks (6-12); *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

ELD: English 3D by Scholastic (Grades: 6-12), Inside by National Geographic Learning, part of Cengage Learning (Grades: 6-9), Wonders (Grades: Elementary), Edge Reading, Writing, and Language Curriculum by Hampton Brown (Grades: 9-12), Rosetta Stone (Grades: 6-12), BrainPOP ESL (Grades: 6-12), and DuoLingo (Supplemental; Grades: 6-12).

Teachers are invited to utilize a myriad of additional resources online and in print, in consultation with the Principal and leadership team.

COMPREHENSIVE COURSE LIST

MSA-5 middle School Courses

| Name | Grade |
|-----------------------------|----------|
| Advanced Math | 6th-8th |
| AP Physics 1: Algebra-Based | 8th |
| Computer Literacy I | 6th |
| Computer Literacy II | 7th, 8th |
| English Language Arts 6 | 6th |
| English Language Arts 7 | 7th |
| English Language Arts 8 | 8th |
| Foreign Languages-Turkish | 6th |
| Foreign Language - Turkish | 7th |
| Foreign Language - Turkish | 8th |
| Fundamentals of Art | 6th |
| Fundamentals of Art | 7th |
| Fundamentals of Art | 8th |
| Grade 6 Math - Common Core | 6th |
| Grade 7 Math - Common Core | 7th |
| Grade 8 Math - Common Core | 8th |
| History - Social Science | 6th |
| History - Social Science | 7th |
| History - Social Science | 8th |
| Life Skills | 6th |
| Life Skills | 7th |
| Life Skills | 8th |
| Health & Physical Education | 6th |
| Health & Physical Education | 7th |
| Health & Physical Education | 8th |
| POWER ELA | 6th |
| POWER ELA | 7th |
| POWER ELA | 8th |
| POWER MATH | 6th |
| POWER MATH | 7th |
| POWER MATH | 8th |
| Earth Science 6 | 6th |
| Life Science 7 | 7th |
| Physical Science 8 | 8th |
| Science Explorers | 8th |
| Study Skills | 6th |
| Study Skills | 7th |
| Study Skills | 8th |
| Sustained Silent Reading | 6th |
| Sustained Silent Reading | 7th |
| Sustained Silent Reading | 8th |

MSA-5 High School Courses

| Name | Grade | A-G |
|--|------------|-----|
| Advisory | 9th, 10th | |
| American Government | 12th | A-G |
| AP Calculus AB | 11th, 12th | A-G |
| AP Calculus BC | 12th | A-G |
| AP Computer Science A | 9th-12th | A-G |
| AP English Language Arts & Composition | 12th | A-G |
| AP English Literature & Composition | 11th | A-G |
| AP Spanish Language and Culture | 11th | A-G |
| AP Spanish Literature and Culture | 12th | A-G |
| AP Statistics | 12th | A-G |
| AP Studio Art: 2-D Design | 11th, 12th | A-G |
| AP United States Government & Politics | 12th | A-G |
| AP United States History | 11th | A-G |
| AP World History | 10th | A-G |
| Architecture and Design | 11th, 12th | A-G |
| Biology | 9th, 10th | A-G |
| Chemistry | 10th, 11th | A-G |
| Conceptual Physics | 9th | A-G |
| Consumer Math | 12th | A-G |
| Desktop Publishing | 11th, 12th | A-G |
| Digital Arts | 11th, 12th | A-G |
| English 10 | 10th | A-G |
| English 11 | 11th | A-G |
| English 12 | 12th | A-G |
| English 9 | 9th | A-G |
| English 9 (Honors) | 9th | A-G |
| Fundamentals of Arts | 11th, 12th | A-G |
| Integrated Math I - Common Core | 9th | A-G |
| Integrated Math II - Common Core | 10th | A-G |
| Integrated Math III - Common Core | 11th | A-G |
| Integrated Math IV - Common Core | 11th, 12th | A-G |
| Marine Biology | 11th, 12th | A-G |
| Health & Physical Education I - HS | 9th | A-G |
| Health & Physical Education II - HS | 10th | A-G |
| Physics | 11th, 12th | A-G |
| Physics (Honors) | 11th | A-G |
| Psychology | 11th, 12th | A-G |
| Robotics | 11th, 12th | A-G |
| Service | 11th, 12th | |
| Spanish I | 9th | A-G |
| Spanish II | 10th | A-G |
| Spanish III | 11th | A-G |
| Study Hour | 11th, 12th | |
| United States History | 11th | A-G |
| Weightlifting | 11th, 12th | |
| World History | 10th | A-G |
| Designated ELD | 9th-12th | A-G |

INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students. All MSA-5 faculty members use the *Understanding By Design* (“UBD”) model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, we ask all faculty to read the following seminal works: The following literature will be on MSA-5 staff’s reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano’s *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson’s *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov’s *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world, practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn *how* to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the Common Core State Standards (www.corestandards.org) and Next Generation Science Standards. Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CCSS standards, CA English Language Development standards, and designing lesson plans that ensure alignment to both.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

At MSA-5, every teacher has access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access is available at MSA-5. Teachers use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Renaissance Learning, Khan Academy, just to name a few. Furthermore, the Charter School utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS or equivalent, the student information system (“SIS”).

During intervention, teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher’s resources, Curriculum Associates’ Ready Common Core program,

Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-5 develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio and uses a computer based curriculum. MSA-5 encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using CoolSIS or equivalent and providing computer access to all parents. MSA-5 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the Charter School. MSA-5's computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer have the opportunity to visit the computer lab after school.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in 4 years with a minimum of 210 credits. Each high school core course at MPS is semester-based and worth 5 credits. Our high school courses are submitted to UC Doorways and once approved are A-G aligned.

MSA-5 offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements. Specific requirements include:

- at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. These credits can be earned in middle school, but year requirements still apply. See below.
- enrollment in a math course for at least two years in grades 9-12 for a standard diploma (state requirement) and at least three years in grades 9-12 for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.
- in order to participate in any senior activities (prom, grad night, senior picnic, and graduation), students must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of senior year.
- students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Our students have the opportunity to

MSA-5 Graduation Requirements

| Subject Area | Minimum Course Requirements | STANDARD Diploma | ADVANCED Diploma | HONORS Diploma |
|----------------------------|-----------------------------|------------------|------------------|----------------|
| (a) History/Social Science | Three years | 30 | 30 | 30 |

| | | | | |
|---|--|-------------|-----------------|-----------------|
| (b) English | Four years | 40 | 40 | 40 |
| (c) Mathematics | Three years (Four years recommended) | 30 | 40 | 40 |
| (d) Science | Two years with lab required; (Three years recommended) | 20 | 30 | 40 |
| (e) Language Other Than English | Two years in same language required. (Three years recommended) | 20 | 20 | 30 |
| (f) Visual & Performing Arts | One year | 10 | 10 | 10 |
| (g) Electives* | 20-30 credits depending on diploma type. | 30 | 30 | 20 |
| Physical Education | Two years required. | 20 | 20 | 20 |
| Computers & Technology | One year required. | 10 | 10 | 10 |
| TOTAL REQUIRED CREDITS | | 210 | 230 | 240 |
| AP Course / College Credit Requirements | AP courses can be taken to meet minimum requirements or as elective. | N/A | 20 | 40 |
| Other Requirements | Minimum Cumulative GPA Required Service Learning Hours | 2.00 N/A | 3.25 40 hrs. | 3.50 40 hrs. |

*Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.

CREDIT RECOVERY OPPORTUNITIES

When students need extra help, the following supports are provided for all students in need including all student groups and students transferring in:

- a. Summer Session Credit Recovery
- b. Online Credit Recovery
- c. Academic Support classes in English and/or Math
- d. Tutoring After School or Saturdays

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to attend a 5th year or until requirements are met.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, counselors work with individual students to create a Four-Year Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (“WASC”)

MSA-5 is accredited by WASC through June 2019. Currently, the Charter School contributes members to participate on visiting committees. MSA-5 will follow up and complete all necessary steps for accreditation beyond June 2019.

INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

All A-G courses at MSA-5 are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics & College Advisor. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

Transitional Kindergarten – N/A

Not applicable.

Academic Calendar and Schedules

ACADEMIC CALENDAR

MSA-5 announces its annual calendar before the beginning of each instructional year. Following is a detailed calendar for 2017-18, followed by a more summary draft instructional calendar for the 2018-19 school year.

MSA-5 Academic Calendar 2017-18

Magnolia Science Academy-5
 18230 Kittridge Street, Reseda, CA 91335
 Phone: (818) 705-5676; Fax: (818) 705-5627
 msa5@magnoliapublicschools.org

| July 2017 | | | | |
|-----------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| August 2017 | | | | |
|-------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| 31 | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| September 2017 | | | | |
|----------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| October 2017 | | | | |
|--------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| November 2017 | | | | |
|---------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| December 2017 | | | | |
|---------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Go Lobos!

| January 2018 | | | | |
|--------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| February 2018 | | | | |
|---------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | | |

| March 2018 | | | | |
|------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| April 2018 | | | | |
|------------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| May 2018 | | | | |
|----------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| June 2018 | | | | |
|-----------|------|-----|-------|-----|
| Mon | Tues | Wed | Thurs | Fri |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |

| LEGEND / DISMISSAL TIMES | |
|--------------------------|-------------------------------------|
| | STUDENTS RETURN |
| | NO SCHOOL DAY |
| | REGULAR DAY (DISMISSAL AT 3:18 PM) |
| | SHORT DAY (DISMISSAL AT 2:00 PM) |
| | MINIMUM DAY (DISMISSAL AT 12:53 PM) |
| | SCHOOL STARTS AT 8:10AM |

| | |
|--|-------------------|
| MPS Administrative Team Training | Tuesday, Aug-02 |
| Teacher MPS Training | Aug 3-Aug 4 |
| Teacher In-Service | Aug. 7- Aug. 11 |
| School Orientation for New Students & Families | Friday, Aug-11 |
| 1st Day of School | Tuesday, Aug-15 |
| Labor Day - No School | Monday, Sep-04 |
| Back to School Night | Thursday, Sep-07 |
| Progress Report-1 | Thursday, Sep-21 |
| Staff PD-Minimum Day | Friday, Sep-22 |
| Parent Teacher Conferences Day-1 | Thursday, Sep-28 |
| Parent Teacher Conferences Day-2 | Friday, Sep-29 |
| Staff PD-No School | Friday, Oct-20 |
| Progress Report-2 | Friday, Nov-03 |
| Veteran Day - No School | Friday, Nov-10 |
| Staff PD-Minimum Day | Friday, Nov-17 |
| Thanksgiving Break - No School | Nov. 29-Nov. 24 |
| Final Exams - Minimum Days | Dec 13- Dec. 15 |
| Report Card #1 | Friday, Dec-15 |
| Winter Break - No School | Dec. 18-January 5 |
| FirstDay of 2nd Semester | Monday, Jan-08 |
| Civil Rights Day / MLK Day- No School | Monday, Jan-15 |
| Staff PD / Minimum Day | Friday, Feb-09 |
| Progress Report-3 | Friday, Feb-16 |
| Presidents Day-No School | Monday, Feb-19 |
| Progress Report-3 | Thursday, Feb-15 |
| Staff PD-No School | Friday, Mar-09 |
| Staff PD / Minimum Day | Friday, Mar-23 |
| Progress Report-4 | Friday, Mar-23 |
| Spring Break-No School | March 26-March 30 |
| Cesar Chavez Day- No School | Monday, Apr-02 |
| Parent Teacher Conferences Day-1 | Thursday, Apr-12 |
| Parent Teacher Conferences Day-2 | Friday, Apr-13 |
| Memorial Day - No School | Monday, May-28 |
| Final Exams - Minimum Days | June 5-June 7 |
| Last Day of School | Thursday, Jun-07 |
| Staff Wrap Up Meetings | June 7-8 |
| Report Card #2 | Friday, Jun-08 |
| 8th Grade Promotion Ceremony | TBD |

| CAASPP Testing | |
|----------------|----------------|
| CAASPP Testing | May of 2018 |
| MAP Test Dates | |
| MAP Test 1 | August of 2018 |
| MAP Test 2 | TBD |

2018-19 Draft Calendar

| | |
|------------------|--------------------------------|
| 7/31 | Administrative Team Training |
| 8/2-10 | Summer In-Service for Teachers |
| 8/11 | Student/Parent Orientation |
| 8/14 | First Day of School |
| 9/3 | Labor Day – No School |
| 11/12 | Veterans Day – No School |
| 11/19-23 | Thanksgiving Break – No School |
| 12/17-1/4 | Winter Break |
| 1/7 | First Day of Second Semester |
| 1/21 | ML King Day – No School |
| 2/18 | Presidents’ Day – No School |
| 3/29 | Cesar Chavez Day – No School |
| 4/8-12 | Spring Break – No School |
| 5/27 | Memorial Day – No School |
| 6/14 | Last Day of School |

SAMPLE DAILY SCHEDULES

Students attend school from 8:00 a.m. – 3:08 p.m. each day, with early release at 1:50 p.m. on Tuesday.

MSA-5 Middle School Sample Schedules**Regular Day (Monday, Wednesday-Friday)**

| | Grade 6 (32.5 Credits) | Grade 7 (32.5 Credits) | Grade 8 (32.5 Credits) | Instructional Minutes |
|--------------------------|-------------------------------|-----------------------------|-----------------------------|--------------------------|
| Period 1 8:00-9:05 | Physical Education | Integrated Science 7 | Math 8 | 65 |
| Period 2 9:08-10:03 | Math 6 | Math 7 | Physical Education | 55 |
| Nutrition 10:03-10:13 | | | | 0 |
| Period 3 10:16-11:11 | English Language Arts 6 | Physical Education | History-Social Science 8 | 55 |
| Period 4 11:14-12:09 | Computer | History-Social Science 7 | Integrated Science 8 | 55 |
| Lunch 12:09-12:39 | | | | 0 |
| Period 5 12:42-1:12 | ELD/SSR | ELD/SSR | ELD/SSR | 30 |

| | | | | |
|--|-----------------------------|-------------------------------|-------------------------------|----|
| Period 6 1:15-2:10 | History-Social Science 6 | Spanish | English Language Arts 8 | 55 |
| Period 7 2:13-3:08 | Integrated Science 6 | English Language Arts 7 | Fundamentals of Art | 55 |
| Total Instructional Minutes (with passing periods): | | | 388 | |

MSA-5 Middle School Sample Schedules

Early Dismissal Day (Tuesday)

| | Grade 6 (32.5 Credits) | Grade 7 (32.5 Credits) | Grade 8 (32.5 Credits) | Instructional Minutes |
|--|-------------------------------|-------------------------------|-------------------------------|--------------------------|
| Period 1 8:00-8:52 | Physical Education | Integrated Science 7 | Math 8 | 52 |
| Period 2 8:55-9:37 | Math 6 | Math 7 | Physical Education | 42 |
| Nutrition 9:37-9:47 | | | | 0 |
| Period 3 9:50-10:32 | English Language Arts 6 | Physical Education | History-Social Science 8 | 42 |
| Period 4 10:35-11:17 | Computer | History-Social Science 7 | Integrated Science 8 | 42 |
| Lunch 11:17-11:47 | | | | 0 |
| Period 5 11:50-12:20 | ELD/SSR | ELD/SSR | ELD/SSR | 30 |
| Period 6 12:23-1:05 | History-Social Science 6 | Spanish | English Language Arts 8 | 42 |
| Period 7 1:08-1:50 | Integrated Science | English Language Arts 7 | Fundamentals of Art | 42 |
| Total Instructional Minutes (with passing periods): | | | 310 | |

MSA-5 High School Sample Schedules

Regular Day (Monday, Wednesday-Friday)

| | Grade 9 (32.5 Credits) | Grade 10 (32.5 Credits) | Grade 11 (32.5 Credits) | Grade 12 (25.5 Credits) | Instructional Minutes |
|-----------------------|---|--|--|---|--------------------------|
| Period 1 8:00-9:05 | Computer Literacy 2 (HS Grad Reqts) | Physical Education 2 (HS Grad Reqts) | English 11 (A-G & HS Grad Reqts) | English 12 (A- G & HS Grad Reqts) | 55 |

| | | | | | |
|--|---|---|---------------------------------------|---|----|
| Period 2 9:08-10:03 | Spanish 1 (HS Grad Reqts) | Chemistry (A-G & HS Grad Reqts) | AP Art (A-G & HS Grad Reqts) | Robotics (HS Grad Reqts) | 55 |
| Period 3 10:06-11:01 | English 9 (A-G & HS Grad Reqts) | World History (A-G & HS Grad Reqts) | Physics (A-G & HS Grad Reqts) | Marine Biology (A-G & HS Grad Reqts) | 55 |
| Break 11:01-11:11 | | | | | 0 |
| Period 4 11:14-12:09 | Biology (A-G & HS Grad Reqts) | English 10 (A-G & HS Grad Reqts) | AP U.S. History (A-G & HS Grad Reqts) | AP Calculus (A-G & HS Grad Reqts) | 55 |
| Lunch 12:09-12:39 | | | | | 0 |
| Period 5 12:42-1:12 | ELD/Advisory | ELD/Advisory | ELD/Advisory | ELD/Advisory | 30 |
| Period 6 1:15-2:10 | Integrated Math 1 (A-G & HS Grad Reqts) | Integrated Math 2 (A-G & HS Grad Reqts) | Psychology (A-G & HS Grad Reqts) | American Government (A-G & HS Grad Reqts) | 55 |
| Period 7 2:13-3:08 | Physical Education 1 (HS Grad Reqts) | Spanish 2 (HS Grad Reqts) | Pre-Calculus (A-G & HS Grad Reqts) | Journalism (HS Grad Reqts) | 55 |
| Total Instructional Minutes (with passing periods): | | | 378 | | |

**MSA-5 High School Sample Schedule
Early Dismissal Day (Tuesday)**

| | Grade 9 (32.5 Credits) | Grade 10 (32.5 Credits) | Grade 11 (32.5 Credits) | Grade 12 (25 Credits) | Instructional Minutes |
|--------------------------|-------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|-----------------------|
| Period 1 8:00-8:52 | Computer Literacy 2 (HS Grad Reqts) | Physical Education 2 (HS Grad Reqts) | English 11 (A-G & HS Grad Reqts) | English 12 (A-G & HS Grad Reqts) | 52 |
| Period 2 8:55-9:37 | Spanish 1 (HS Grad Reqts) | Chemistry (A-G & HS Grad Reqts) | AP Art (A-G & HS Grad Reqts) | Robotics (HS Grad Reqts) | 42 |
| Period 3 9:40-10:22 | English 9 (A-G & HS Grad Reqts) | World History (A-G & HS Grad Reqts) | Physics (A-G & HS Grad Reqts) | Marine Biology (A-G & HS Grad Reqts) | 42 |
| Nutrition 10:22-10:32 | | | | | 0 |
| Period 4 10:35-11:17 | Biology (A-G & HS Grad Reqts) | English 10 (A-G & HS Grad Reqts) | AP U.S. History (A-G & HS Grad Reqts) | AP Calculus (A-G & HS Grad Reqts) | 42 |

| | | | | | |
|--|---|---|---|--|----|
| Lunch 11:17-11:47 | I | | | | 0 |
| Period 5 11:50-12:20 | ELD/Advisory | ELD/Advisory | ELD/Advisory | ELD/Advisory | 30 |
| Period 6 12:23-1:05 | Integrated Math 1 (A-G & HS Grad Reqts) | Integrated Math 2 (A-G & HS Grad Reqts) | Psychology (A-G & HS Grad Reqts) | American Government (A-G & HS Grad Reqts) | 42 |
| Period 7 1:08-1:50 | Physical Education 1 (HS Grad Reqts) | Spanish 2 (HS Grad Reqts) | Pre-Calculus (A- G & HS Grad Reqts) | Journalism (HS Grad Reqts) | 42 |
| Total Instructional Minutes (with passing periods): | | | 310 | | |

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2017-18 school year.

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/ Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|--|
| 6 | Yes | 129 | 388 | 37 | 310 | 14 | 268 | 0 | 0 | 180 | 54000 | 65274 | 11274 |
| 7 | Yes | 129 | 388 | 37 | 310 | 14 | 268 | 0 | 0 | 180 | 54000 | 65274 | 11274 |
| 8 | Yes | 129 | 388 | 37 | 310 | 14 | 268 | 0 | 0 | 180 | 54000 | 65274 | 11274 |
| 9 | Yes | 129 | 388 | 37 | 310 | 14 | 268 | 0 | 0 | 180 | 64800 | 65274 | 474 |
| 10 | Yes | 129 | 388 | 37 | 310 | 14 | 268 | 0 | 0 | 180 | 64800 | 65274 | 474 |

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – N/A

Not applicable.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MSA-5. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MSA-5's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources will start advertising on frequently visited websites such as <http://www.edjoin.org> and in local newspapers by the beginning of February. Referrals from MSA-5's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of February through August to hire the teachers. The hiring committee will consider the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available.

PROFESSIONAL DEVELOPMENT

Professional development occurs at the organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan in our Single Plan for Student Achievement, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCs")

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASSP, CELDT/ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

5. Classroom strategies
6. Sharing promising practices
7. Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
8. Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
9. Discussion of student academic supports (peer tutoring, mentorships)
10. Long-term projects (science fair projects, English & history & math projects)
11. Integration/thematic units/horizontal alignment of the curriculum
12. Field trips
13. Discussions and strategies for students with behavioral problems
14. School/grade level wide incentive programs
15. Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-5 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-5 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

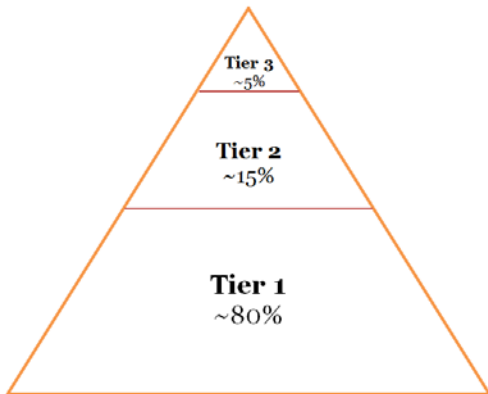
Ongoing Professional Development Program for Special Education

MSA-5 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-5's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-5 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

MSA-5 quickly identifies low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests and teacher-designed tests.

MSA-5 utilizes a Response to Intervention tiered approach to student intervention and support. MSA-5 implements RTI through a Student Success Team (“SST”) process. The SST team re-evaluates the learning programs/placement of the student as part of its regular reflection cycle.



Where indicated, parents/guardians of struggling students are invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the Charter School are frequently followed by home visits.

The Dedicated Time Intervention Model that is written into the schedule for the MSA-5 program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The Principal idea in Dedicated Time is that a school

intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are possible with the Dedicated Time Intervention Model. Implementation strategies may include:

- a. Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- b. Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- c. Specialist, instructional assistant, and volunteer support during intervention time
- d. Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring MAP data from previous year
- Diagnostic data
- Fall MAP
- Progress monitoring
- Grades

- Interim Data
- Interim Block Assessment
- Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High- quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier I with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Within Tier I, a student may receive the following supports:

- Adaptive programming in McGraw Hill’s ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- MyOn
- National Geographic
- 1:1 laptops
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally do not exceed 8 weeks. During that time, schools will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Students not making adequate progress with Tier 1 interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- a) Power Classes (Math and English)
- b) Co-taught classes
- c) Push-in support
- d) Before and after school tutoring
- e) SSR/Advisory (see Course Description)

Students receiving Tier2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

In Tier 3 of the MPS RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- i. All Tier 2 interventions

- ii. **Push-in and Pull-out support:** Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- iii. **Study Skills classes:** Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- iv. **Instructional aides in the classroom:** Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Intervention and Supports ("PBIS").
- v. **Saturday School:** Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- vi. **Learning Center:** The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MPS contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

ENGLISH LEARNERS

Magnolia Science Academy-5's endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We facilitate the acquisition and mastery of the English language as quickly as possible, while providing English Learners with access to the core content through specialized and targeted instruction, a research-based and state approved curriculum, and carefully differentiated instructional strategies. Magnolia Science Academy-5 also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

Magnolia Science Academy-5 implements a consortium-wide EL Master Plan.

Program Oversight

Consortium EL Coordinator

In order to most efficiently utilize Title III funds within the consortium, an English Learner Program Coordinator has been hired to provide direct supplemental services to ELs and teachers of ELs. The EL Coordinator supports implementation of MSA-5's EL Master Plan and program, as well as ensures that all EL services are being delivered to the member schools. Specifically, the EL Coordinator provides the following services to consortium member schools:

- Maintain, evaluate, and improve the EL Master Plan and program
- Lead the EL Coordinators at school sites, including facilitating team meetings and coordinating the EL program strategic planning process
- Oversee adoption and implementation of EL curriculum, including a newcomer program
- Oversee Title III improvement plan
- Support ELD/ELA teachers and provide appropriate professional development
- Conduct lesson demonstrations and facilitate classroom observations/walk-throughs to improve instruction for English learners
- Provide peer coaching to teachers

- Attend EL-related professional development and share resources with teachers

Teachers & Staff/Professional Development

Teachers providing specialized academic instruction for EL students at MSA-5 will hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English learners as required by law. In addition to ongoing professional development activities, MSA-5 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-5 staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Staff also regularly analyzes student achievement data, including CELDT/ELPAC results. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-5 staff continues to revisit for professional development. MSA-5 also schedules PD to cover the CA ELD standards, development of units of study in ELD and corresponding assessments, and integrated strategies to support ELs, as well as teacher observation and evaluation to monitor implementation of PD in the classroom. MSA staff is required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress

Overview of the EL/ELD Professional Development Plan for MSA-5:

Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Science Academy-5 and will include:

- i. ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CABE/Cal State Long Beach).
- ii. Initial training for site-level EL Coordinators at the MPS Summer In-Service.
- iii. The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month).
- iv. Sessions dedicated to ELD training for teachers at each MPS Teacher Symposium (Winter and Spring).
- v. ELD training and shared best practices at least once per month at the school-site level staff meetings.
- vi. Every core teacher will be required to attend at least one third-party ELD training.
- vii. The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education.

- viii. When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- ix. The MPS EL Coordinator will host two (one per semester) full day meetings for the site-level EL Coordinators.
- x. Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- xi. The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- xii. MSA-5 teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (e.g. LACOE workshops).

How the Program Will Meet the New State ELD Standards and use the Results of the CELDT/ELPAC to Support and Accelerate Student Progress

Our EL programs are based on the California ELD Standards. EL instruction will be grounded in the best available research on supporting ELs in an English immersion environment and guided by the CA ELD Standards and Framework. Students are expected to advance at least 1 ELD level annually as measured by the ELPAC. Additionally, teachers of ELs assess student progress towards attainment of the standards using a standards-based curriculum and assessments (Study Sync by McGraw Hill). The ELA/ELD curriculum has integrated and designated units of study built in, and these units are based on the CA ELD standards, as well as differentiated according to level. Teachers receive training on this curriculum at the beginning of the school year and also have access to webinars for development purposes.

If students are not making sufficient academic progress as indicated through ELPAC data, MSA-5 staff works together as a team to create individual action plans and modify the EL program as needed (see description of program monitoring and evaluation).

As mentioned above, we also ensure that our teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified, and place a priority on hiring ELD teacher(s) that speak both Spanish (the majority of our ELs are Spanish speaking) and English. We also support teachers by providing regular and consistent professional development on English language development and standards, scaffolding and differentiation, program monitoring, and assessment of ELs.

Assessment:

Assessment of Initial Students - Newly enrolled students whose ELP is "To Be Determined" according to their Home Language Survey (and with no other documentation of their English language designation available) will be tested with the ELPAC. The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the Charter School to establish the student's ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner or an Initial Fluent English Proficient ("IFEP") student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated

English Language Development. An EL student must also be assessed until he/she meets the reclassification criteria established by MPS according to state law.

Annual Assessment of Students - Students who are classified as ELs are tested annually using the ELPAC, beginning in Spring 2018. At this time, MSA-5 is awaiting further instruction from the CDE on the administration guidelines for the ELPAC.

Parent Notification and Placement of English Learners

Parent Notification: Parents of students who are administered the initial and annual CELDT must receive notification of the following, within 30 calendar days of test administration:

1. A description of initial or annual ELP levels, and how they are determined
2. Current language classification
3. Program placement
4. Instructional program options, educational strategies, and educational materials to be used in each program
5. Reclassification criteria
6. Instructional program options for ELs with an IEP
7. Expected rate of graduation for ELs

Parents are also given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

Using Assessment Results for Instruction: Teachers use a variety of assessments to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the CA ELD standards. MAP tests are administered at least two times a year. MSA-5 generates reports from MAP that includes student performance data for each test administration. The Charter School's leadership team and staff analyzes the student performance data and focus on addressing areas of need. Other assessments to monitor EL student progress include teacher-created ELD curricular assessments, Accelerated Reader tests, and Myon Reading tests, as well as assessments provided by the various publishers of our curriculum resources. A summary of assessments is outlined in the following table:

| Beginning of Year | Weekly | End of Unit/Quarterly | Year-End |
|-------------------|--------|-----------------------|----------|
|-------------------|--------|-----------------------|----------|

| | | | |
|---|--|--|---|
| <p>Fall MAP Test</p> <p>ELPAC (used officially for initial assessments and to unofficially determine updated ELP for annuals)</p> | <p>Teacher created assessments</p> <p>Accelerated Reader and Myon tests during SSR</p> | <p>End of ELD curricular unit assessments (McGraw Hill Study Sync)</p> <p>Publisher provided assessments and resources</p> <p>SBAC Interim Assessments</p> | <p>Smarter Balanced ELA/Literacy test</p> <p>Spring MAP Test</p> <p>ELPAC</p> |
|---|--|--|---|

Provide Proficiency Levels with Meaningful Access for English Learners, Including Instructional Strategies and Interventions

All MSA-5 EL students are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level.

Designated ELD is defined by the CA ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” (2014) The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Secondary Designated ELD: Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the Charter School's 25 minute Sustained Silent Reading (SSR) class period.

| <i>Middle School - Grades 6-8</i> | |
|---|---|
| <i>Eligible Students</i> | <i>Program Description</i> |
| <p>ELD Levels 1-3 <i>Limited functional, somewhat functional, and moderately functional receptive and productive skills</i></p> | <ul style="list-style-type: none"> • EL students who are ELD Levels 1-3 receive one period of designated ELD. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. |

| | |
|--|--|
| | <ul style="list-style-type: none"> Teacher differentiates language instruction based on ELD levels. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge. |
| <p>ELD Levels 4 <i>Fully functional receptive and productive skills</i></p> | <ul style="list-style-type: none"> EL students who are ELD Levels 4 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. Teacher differentiates language instruction based on ELD levels. ELA teacher works with site-level EL coordinator and Dean of Academics to determine which domains each student should focus on in order to reclassify. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit. |
| <i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i> | |
| All ELD Levels | <ul style="list-style-type: none"> Depending on the current EL population, an additional, supplemental ELD period may be provided to students. This period would take place during the Charter School's SSR period and would allow teachers to focus on language learning or domain areas of growth. |

High School - Grades 9-12

| <i>Eligible Students</i> | <i>Program Description</i> |
|---|--|
| <p>ELD Levels 1-3 <i>Limited functional, somewhat functional, and moderately functional receptive and productive skills</i></p> | <ul style="list-style-type: none"> EL students who are ELD Levels 1-3 receive one period of designated ELD, either during the Charter School's Advisory period, or during a non-core class. This ELD class will be scheduled so as not to interfere with a student's A-G requirements. This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. Teacher differentiates language instruction based on ELD levels. |

| | |
|---|---|
| | <ul style="list-style-type: none"> Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge. |
| <p>ELD Levels 4 <i>Fully functional receptive and productive skills</i></p> | <ul style="list-style-type: none"> EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. Schools have the option to create a designated class for Levels 4-5 students during an Advisory class period. This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. Teacher differentiates language instruction based on ELD levels. ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit. |

Integrated ELD - Grades 6-12

In addition to training on the ELD standards and framework, for integrated ELD, teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELLs with opportunities to build up their academic language" (2009) in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

C – Content Reading Strategies

H – Higher Order Thinking Skills

A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync for secondary and Wonders for elementary). McGraw Hill will provide teacher training on how to use this new integrated ELD tool, and provide ongoing support as needed.

The Myon Reading Program has also been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

In addition to providing integrated ELD through the CHATS framework, teachers will use SDAIE strategies to facilitate access to the content for ELs. SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MSA-5 teachers will be trained in SDAIE techniques (in addition to the CHATS framework).

During whole class instruction, teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MSA-5 teachers will employ the following SDAIE strategies to help their students:

1. Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught.
2. Provide instructions and messages in written and verbal form.
3. Build background knowledge before teaching a lesson.
4. Modify assignments for new students so that they can be successful doing a part of the class assignment.
5. Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
6. Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
7. Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
8. Provide concrete examples of words using flashcards, pictures and objects.
9. Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
10. Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
11. Remain in continuous contact with the students by walking around the room and observing student work and behavior.
12. Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
13. Write assignments and other important information on the board.

Newcomers

14. A newcomer is defined by the U.S. Department of Education as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-5, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school administrators, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a full-period block of designated ELD, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through morning and after-school tutoring, Saturday school, and summer school.
 - Newcomers are expected to make progress in their ELP of one level per year at MSA-5. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.
15. Newcomer students also receive targeted social-emotional support at MSA-5. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Process for Annual Evaluation of the School's English Learner Program

Every year, the consortium EL Coordinator collaborates with teachers, school leaders, administration, and the MPS Board to review the Charter School's EL program for effectiveness. The effectiveness of our program is measured by how well it assists ELs in attaining proficiency as well as meeting academic achievement and content standards. This process includes a survey of teachers, school leaders, and other stakeholders, and an analysis of reclassification rates and assessment data to evaluate whether the EL program is effectively meeting the needs of our students.

Based on the information gathered during this process, and if needed, the program is modified and improved. An action plan is written to address areas of need. This action plan addresses various elements of the existing program, including the curriculum, designated and integrated ELD, strategies

and frameworks utilized, amount of time dedicated to ELD, student portfolios, staffing structure for ELD, and available interventions. The action plan is reviewed and discussed by the consortium academic team, and the appropriate, recommended changes are made to the EL Master Plan and Program before being reviewed and approved by the MPS Board.

Process and Specific Criteria for Reclassification

MSA-5 uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: assessment of English language proficiency (and ELPAC), comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test and/or MAP Reading test scores, teacher evaluation, and parent opinion/consultation. The established criteria for reclassification are as follows:

| | Grades 6-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------|--------|--------|------|--------|--------|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|--|--|------|--------|--------|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|
| English Language Proficiency Assessment | ELPAC: Annual students will take the first ELPAC in Spring 2018. Guidance from the CDE regarding reclassification criteria is forthcoming. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic Skills Assessment | NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>167</td> <td>170</td> <td>173</td> </tr> <tr> <td>Gr. 2</td> <td>173</td> <td>176</td> <td>179</td> </tr> <tr> <td>Gr. 3</td> <td>179</td> <td>187</td> <td>191</td> </tr> <tr> <td>Gr. 4</td> <td>191</td> <td>197</td> <td>200</td> </tr> <tr> <td>Gr. 5</td> <td>197</td> <td>202</td> <td>204</td> </tr> </tbody> </table> | | | | Fall | Winter | Spring | Gr. 1 | 167 | 170 | 173 | Gr. 2 | 173 | 176 | 179 | Gr. 3 | 179 | 187 | 191 | Gr. 4 | 191 | 197 | 200 | Gr. 5 | 197 | 202 | 204 | <table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 7</td> <td>205</td> <td>208</td> <td>210</td> </tr> <tr> <td>Gr. 8</td> <td>208</td> <td>211</td> <td>212</td> </tr> <tr> <td>Gr. 9</td> <td>211</td> <td>213</td> <td>215</td> </tr> <tr> <td>Gr. 10</td> <td>214</td> <td>216</td> <td>218</td> </tr> <tr> <td>Gr. 11</td> <td>217</td> <td>219</td> <td>221</td> </tr> <tr> <td>Gr. 12</td> <td>220</td> <td>222</td> <td>224</td> </tr> </tbody> </table> | | Fall | Winter | Spring | Gr. 6 | 200 | 204 | 206 | Gr. 7 | 205 | 208 | 210 | Gr. 8 | 208 | 211 | 212 | Gr. 9 | 211 | 213 | 215 | Gr. 10 | 214 | 216 | 218 | Gr. 11 | 217 | 219 | 221 | Gr. 12 | 220 | 222 | 224 |
| | | Fall | Winter | Spring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gr. 1 | 167 | 170 | 173 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 2 | 173 | 176 | 179 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 3 | 179 | 187 | 191 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 4 | 191 | 197 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 5 | 197 | 202 | 204 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fall | Winter | Spring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 6 | 200 | 204 | 206 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 7 | 205 | 208 | 210 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 8 | 208 | 211 | 212 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 9 | 211 | 213 | 215 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 10 | 214 | 216 | 218 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 11 | 217 | 219 | 221 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr. 12 | 220 | 222 | 224 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ~OR~ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SBAC: ELA/Literacy score of 2 (Nearly Met) or above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Evaluation | Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---------------------|--|
| Parent Consultation | Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child’s eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the Charter School using a form provided by the school site. |
|---------------------|--|

Process for Monitoring Progress of English Learners and Reclassified to Fluent English Proficiency (“RFEP”) Students

EL students are consistently monitored by on-site EL Coordinators, teachers, and school leaders. Coordinators monitor student progress by analyzing scores and data, assessing samples of student work, and following up regularly with the student’s ELA/English teachers and ELD teachers to discuss the student’s progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, enrichment classes, meeting with parents/guardians, and the creation of an action plan to address areas of need.

As noted, teachers regularly evaluate students’ ELD progress by examining data, and modify their instructional practices to better serve each student as needed. In order to document progress, EL Coordinators maintain an ELD portfolio for each of the Charter School’s EL students. This portfolio is used to monitor student progress at their targeted ELD level. EL Coordinators, in collaboration with teachers, use these portfolios to collect student work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly. The school site EL Coordinator reviews the portfolio as well as the cumulative folder for each student early in the fall semester in order to provide teachers with the most accurate reflection of the student’s progress to date. The goal is for each student to progress by at least one level per year on the CELDT/ELPAC until they can be reclassified.

The following items are the minimum requirement for ELD portfolios:

- MPS EL Progress Monitoring Form (Post Reclassification form if the student has been re-designated)
- Copies of ELPAC (and, as applicable, previous CELDT) and MAP scores
- Copies of SBAC scores
- Writing samples
- Interview questions for recorded oral language samples
- “Road to Reclassification” form to be filled out and reviewed by EL student

Portfolios will be maintained for a period of four years after the student reclassifies. Site level EL coordinators will monitor MAP and SBAC scores, and ELA grades using the “Post Reclassification” form found in the EL Coordinators’ Google folder. If a reclassified student falls below basic on the aforementioned assessments, or receives a 70% or below in ELA, he/she will meet with the site level EL Coordinator and Dean of Academics to determine if any intervention or additional support is needed.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs) AND/OR AT-RISK OF BECOMING LONG TERM ENGLISH LEARNERS

A Long Term English Learner (LTEL) is defined as a student who has been enrolled in a U.S. school for more than six years. MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD

instruction based on their needs and areas of growth.

All LTELs at MSA-5 are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELPAC score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

Beginning in the 2017-18 academic year, LTELs at MSA-5 (grades 6-8) will also be placed in a specialized "Power English" course for one semester. This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed. LTELs in grades 9-12 will receive in-class, individualized support from a support teacher to further expedite their reclassification.

In addition to the above-mentioned supports, MSA-5 will focus on the following strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary.
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR ENGLISH LEARNERS WHO ARE IDENTIFIED AS SPECIAL EDUCATION STUDENTS

For English Learners who have special education needs, early intervention strategies must be implemented as soon as intervention support has been provided and adequate gains have not been made. Early intervention means that "supplementary instructional services are provided early in students' schooling, and that they are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction" (Madden, Slavin, Karweit, Dolan, & Wasik, 1991, p. 594). Examples of early intervention in special education for ELs include collaborative teaching, peer

and expert consultation, teacher assistance teams, and alternative programs such as those that offer supplemental services provision and specialized instruction in the context of general education. At MSA-5, our students have access to high-quality instruction designed to help them meet high expectations. Teachers will employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; using visual supports and providing individual guidance, assistance, and instruction to fill gaps in background knowledge.

MSA-5's staff works collaboratively as a team to serve students who are dually identified. This team includes trained teachers, an EL Coordinator, the resource specialist, and a school psychologist. All parties involved work strategically with the stakeholders to assess, action plan, monitor, and support student achievement.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-5 is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

MSA-5's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-5 includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

Students partake in the *Otis- Lennon School Ability Test (OLSAT)*. The OLSAT is a multiple choice test that is comprised of both verbal and nonverbal questions. It's used to measure a child's critical thinking and reasoning skills.

Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility. All students will be monitored by our school site academic administrators through our SIS system.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. Through Honors classes, AP classes and dual enrollment classes, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
 - Academic Decathlon
 - Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Congressional Award Program (CAP)

This voluntary mentorship program is designed to help qualified students improve their skills in academics, athletics, character education, leadership, and voluntary public service. CAP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top world and U.S. colleges. Students in the CAP program commit to program goals and requirements that include weekly, monthly, and annual benchmarks. Parents are involved and community resources are used to implement a successful program. Through this program, students are eligible to receive a bronze, silver, or gold Congressional Award.

Accelerated Pathways

Students may participate in the following advanced educational opportunities:

- AP
- Honors
- Accelerated Math
- Clubs
- GATE Identification

- Online Course Options
- Dual enrollment at Community College

STUDENTS ACHIEVING BELOW GRADE LEVEL

MSA-5 identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the RTI model of tiered interventions detailed above. As detailed throughout this petition, MSA-5 teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Student progress is monitored by teachers who utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data that are aligned to students Four-year Plan. Teachers differentiate instruction per their students' cognitive and social needs.

Targeted English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASP's include subject-related readings, additional homework, and mandatory after-school tutoring.

The subject teachers and the Dean of Academics monitor each student's academic progress. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

STUDENTS WITH DISABILITIES

Overview

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

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Los Angeles County SELPA, Southwest SELPA, and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to LACOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County with evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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

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

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

Section 504 of the Rehabilitation Act

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

A 504 team shall be assembled by the Principal 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 he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

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

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School 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.

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School 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 regular education program have been considered, and where appropriate, utilized.

The Charter School 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. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal 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 regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School 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

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

The Charter School 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 the Charter School 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 the Charter School 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, the Charter School 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 the Charter School 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 the Charter School 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

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School 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, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

STUDENTS IN OTHER STUDENT GROUPS

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Success Team process ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-5's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth

MSA-5 recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-5 shall provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-5, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the best interests of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-5 students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

MSA-5 refers to "homeless youth" as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youths who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless"

The Principal of MSA-5 shall serve as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Principal who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-5
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students’ progress.

“A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-5, they would notice students on campus before school began, from about 7:30 a.m. to 7:55 a.m., some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin (8:00 a.m.), they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see students in a math lesson (or any other class) where the teacher is working with half the students while the rest are working online. In the computer lab, students are seen working on a core content course during their technology integration class, focusing on applying technology skills to the current unit of study. In a science class, the teacher leads a class discussion to develop theories based on a specific inquiry for the upcoming lab. In the Advanced Math class students are tackling math brain teasers in groups. Another class is conducting an electrolysis experiment and observing the production of hydrogen gas from water. The Robotics class is working in teams designing, building, programming and testing their robots to evaluate whether the robots can accomplish the tasks they are designed for. Students are using STEAM and writing skills in a hands-on project that reinforces their learning. They would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish. Visitors would see students were having fun and were engaged as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems.

What the prospective student visitors might see but not be able to put into words is that teachers were using the inquiry-based method:

- Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)

- Student responses and questions
- Student collaboration designing experiments or methods of inquiry
- Team experiments “data” gathering
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

At lunch, they would observe all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Visitors might see one of our frequent guest presenters during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school, from 3:00 p.m. and 4:00 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on shortened days, teachers participate in staff development meetings, from 2:30 p.m. to 4 p.m., to discuss daily school operations, participate in formal professional development and collaborate with their peers. Teachers share experiences and upcoming school wide projects are organized.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

“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.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California code of regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see See Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-5’s academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers of MSA-5 are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments¹ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-5 administers both the Interim Comprehensive Assessments (“ICAs”) and Interim Assessment Blocks (“IABs”) to assess student learning and inform instruction.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill’s publisher’s resources, Curriculum Associates’ Ready Common Core program, and Accelerated Math² programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

| Assessment | Purpose/Performance Expectations | Grade | Timeline |
|---|--|---------|--------------------------------------|
| Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.) | Measure standards mastery across all courses/subjects. | 6-12 | Daily and/or weekly |
| Publisher-Designed Assessments | Assess mastery of unit/lesson content. | 6-12 | End of unit/end of semester or year. |
| AP Exams | | 8-12 | In May |
| CAASPP | State Criterion-Based Assessment in ELA and Math | 6-8, 11 | In May |
| California Science Test (CAST) | State Criterion-Based Assessment in | 8, 10 | In May |

¹ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

² The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.

| | | | |
|---|---|---------|--|
| NWEA MAPs | National Normed-Referenced assessment in ELA and Math | 6-11 | September, December (optional), and June |
| PSAT/SAT/ACT | | 7-12 | October, November, or December |
| ELPAC | Measure language acquisition | 6-12 | Initial: within 30 days of enrollment Annual: February to May |
| SBAC /Interim Assessment Blocks | To support teaching and learning throughout the year | 6-8, 11 | Throughout the year |
| SBAC Interim Comprehensive Assessment Block | Designed to provide meaningful information for gauging student progress | 6-8, 11 | February |
| PFT | To assist students in establishing lifetime habits of regular physical activity | 5, 7, 9 | February to May |

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-5 utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the Charter School's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long range planning of the Board of Directors.

The Charter School's staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School's curriculum and other programs at the end of every semester.

Parents are apprised of their students' progress through quarterly report cards. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-5 has computers on campus available for parent use.

COOL SIS: MSA-5's "COOL" SCHOOL INFORMATION SYSTEM OR EQUIVALENT

MSA-5 uses CoolSIS or equivalent for its internal school information system. Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-5 administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CalPads reports as well as empowering administrators to easily design reports customized to their needs. CoolSIS or equivalent is a great asset to MPS such that:

- CoolSIS or equivalent empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-5 at any time in any aspect including past data.
- This custom-made system is highly adjustable according to the charter schools' needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using CoolSIS or equivalent.

Illuminate Education is built for educators, by educators. Illuminate's mission is to create tools to promote educator and student success. They focus on student achievement and provide the teacher a tool to do it all. Assessments, report cards, gradebooks, data analysis and parent communication will no longer be in multiple places but be entered in one place, one system. Site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

Illuminate helps free our data. No matter where the data lives you can now see it all in one place. Therefore, we can make real-time, data-informed decisions. We can get a holistic view of the students. From groups to individuals, we can visualize the data based on academics, demographics, attendance, social-emotional, and quantitative ways.

Once we have the students' data, we can analyze it through 23 pre-built assessment reports or custom reports based on what we need. We can start intervention sooner to use it as an early warning system that helps identify at-risk students based on factors you determine. Students can feel empowered to take ownership of their learning by viewing assessment results and teacher feedback to see opportunities for growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards are mailed home per year. Progress reports are not final and indicate a student's performance to-date in the semester. Report cards are issued at the conclusion of each semester. Report cards are mailed home and include final grades that are reflected on a student's transcript.

At MSA-5 course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-5 follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 5.0 (Honors weighted) scale for Advanced Placement and honors courses.

MIDDLE SCHOOL GRADE PROMOTION

In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grades are then converted to a letter-grade

and grade-point equivalent for grade point average (“GPA”) calculations. To earn credit, the end-of-the-year grade for the class must be at least a “C” (=2.0) or the second semester grade should be at least a “B-” (2.7).

To be promoted to the next grade, a middle school student must have a 2.0 GPA and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student’s academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. A detailed description of our student appeals can be found in our Student/Parent Handbook.

HIGH SCHOOL GRADE PROMOTION

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a “C” (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 GPA and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.) A detailed description of our student appeals can be found in our Student/Parent Handbook.

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

ELEMENT 4: GOVERNANCE

“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.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the County within 30 days of adoption.

Charter School shall send to the County copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the County copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The County Board reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the County, and shall cooperate with the County regarding any inquiries.

NOTIFICATION OF THE COUNTY

Charter School shall notify LACOE in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify LACOE in writing of any internal investigations within one week of commencing investigation. Charter School shall notify LACOE within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to LACOE any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter

School also acknowledges that, as part of its oversight of Charter School, LACOE may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

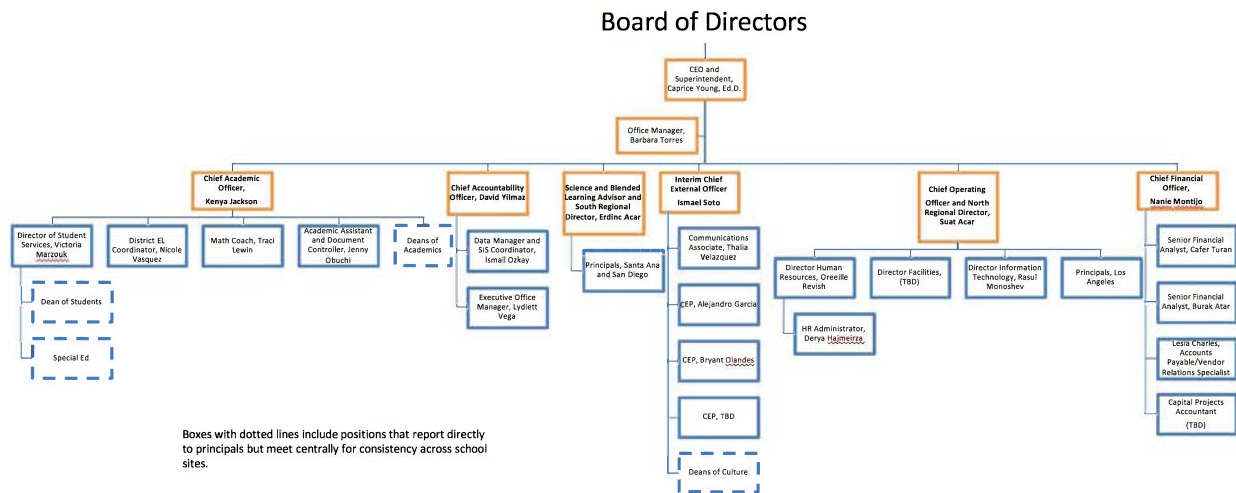
NONPROFIT PUBLIC BENEFIT CORPORATION

Magnolia Science Academy-5 is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is responsible for the oversight of MSA-5. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Chief Executive Officer/Superintendent of MPS and lead school site staff.

ORGANIZATIONAL CHARTS

The following briefly details the roles of the Home Office lead staff, followed by an Organizational Chart for the school site.

MPS ORGANIZATIONAL CHART:



(A school site organizational chart is included below.)

Magnolia is structured as a single 501c3 not-for-profit organization which includes both the home office and the ten school sites. MSA-5 leases its facilities from LAUSD. The school site personnel report to their site principal who, in turn, reports to the home office Regional Director. The Regional Director ensures that the school site receives effective operational, academic, and financial support from the home office staff on a shared basis with the rest of the Magnolia schools. The leadership and board receive financial reports broken out by site (each school and the home office) and annual independent school audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

BOARD OF DIRECTORS

The MPS Board of Directors (“Board”) is responsible for overseeing Magnolia Science Academy-5’s operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board’s role and operation.)

MAGNOLIA PUBLIC SCHOOLS HOME OFFICE (“HOME OFFICE”)

The Magnolia Public Schools Home Office executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to:

- Academics
 - Academic standards, assessment, compliance and evaluation
 - Curriculum
 - Professional development and coaching
 - Special Education support
 - English Learner support
 - Gifted and Talented and special programs support
 - Science and blended learning advisory
- Operations
 - Governance support
 - Finance and accounting
 - Purchasing and contract compliance
 - Policies and procedures management
 - Legal
 - Facilities
 - Risk management
 - Information technology and data management
 - Auditing and compliance
 - Regional school site operational support
- Talent
 - Human resources operations
 - Recruitment and hiring
 - Credentials and qualifications oversight
 - Leadership development and career path support
- External Relations
 - Family and community engagement
 - Facilitation of school site governance councils and LCAP management
 - Development
 - Communications

Chief Executive Officer/Superintendent (“CEO”)

The CEO embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational

operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation's general manager and will have general supervision, direction, and control over the corporation's business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Charter School's Principal, who, in collaboration with the CEO and the HR department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the Charter School. The CEO also oversees hiring, supervision, professional development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO.

The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff.

Chief Academic Officer ("CAO")

Reporting to the CEO, the CAO is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school administrators at each charter school as well as the curriculum and instructional support staff report directly to the CAO, who has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS' curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the charter schools.

Chief Operations Officer ("COO")

The COO leads all internal operations and, working in partnership with Magnolia's Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implement new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. Additionally, the COO directs and manages the various core business, financial, process, and systems functions of the MPS centralized Division of Human Resources. Provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. Directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer ("CFO")

The CFO is responsible for the financial performance of MPS and each of its schools. The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises the CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

Chief Growth Officer ("CGO")

The CGO provides effective leadership to ensure sustainability, growth, and expansion and advises CEO and the Board on those areas, including facilities and risk management.

Chief External Officer ("CXO")

The CXO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs to support MPS initiatives that support student achievement. The CXO is continually required to coordinate, analyze and evaluate complex ideas and situations and communicate these items in easy-to-understand language. The CXO is also required to effectively communicate (interpersonal, intercultural and public speaking), negotiate and advise. The CXO serves as the interim CEO when the CEO isn't available.

Chief Accountability Officer

The Chief Accountability Officer is responsible for overseeing all non-financial reporting and compliance functions, preparing and implementing the annual surveys, and ensuring that the organization and staff use consistent, rigorous evaluation tools to maintain the efficacy of Magnolia programs.

Regional Directors (North and South)

The Regional Directors are responsible for managing and supporting the assessment of school needs and the design, implementation and evaluation of academic and business programs that facilitate the professional development and continuous learning of team members, particularly Principals and emerging leaders.

Director of Student Services

The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services.

Director of Informational Technology

The Director of Informational Technology develops instructional material, coordinates educational content, and incorporates current technology in specialized fields that provide guidelines to educators.

Director of Partnerships

The Director of Partnerships works under the supervision of CEO, is involved with all aspects of developing and maintaining external program partnerships, corporate partnership and volunteer programs. This position requires an individual who is a strategic thinker, can anticipate and troubleshoot possible issues that may arise in volunteer and external partnership development.

District EL Coordinator

The District EL Coordinator reports to the CAO. The Coordinator will provide direct supplemental services to English Learners and teachers of EL at all consortium member schools. The EL Coordinator supports implementation of the LEA's EL Master Plan and Program and ensures that all appropriate EL services are being delivered at each member school.

Science and Blended Learning Advisor

The Science Blended Learning Advisor will have three primary functions: serving as the primary science teacher, leading an advisory of students and being a contributing team member to multiple teams. Duties include but are not limited to: engaging in rigorous data analysis, meeting with students on an individual basis to set goals, and developing a digital curriculum that is aligned to the College Readiness Standards and State Standards.

Academic Assistant and Document Controller

The Academic Assistant and Document Controller will provide assistance to the administrative team. Duties include, but are not limited to: answering phones, producing reports for school districts, LACOE, and other government agencies, and performing diverse managerial responsibilities within the areas and limits of authority as delegated by the school principal.

Data Manager and SIS Coordinator

The Data Manager and SIS Coordinator will lead the implementation and subsequent operations of both the Student Information System and the Library Automation System within the MPS Site.

Senior Financial Analyst (“SFA”)

The Senior Financial Analyst will monitor and oversee accounting, budgeting, accounts payable, payroll, cash management, financial reports, audits, and fiscal compliance and reporting. The SFA will ensure that Magnolia has the accounting and compliance systems and procedures in place to support effective school operations and will work closely with the school principals, program and operations leaders, and the accounting staff.

Capital Projects and Facilities Manager

The Capital Projects and Facilities Manager is responsible for managing the design, planning, construction and maintenance of equipment, machinery, buildings and other facilities. The Facilities Manager plans, budgets and schedules facility modifications, including estimates on equipment, labor materials and other related costs.

Director of Human Resources

The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees. This includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

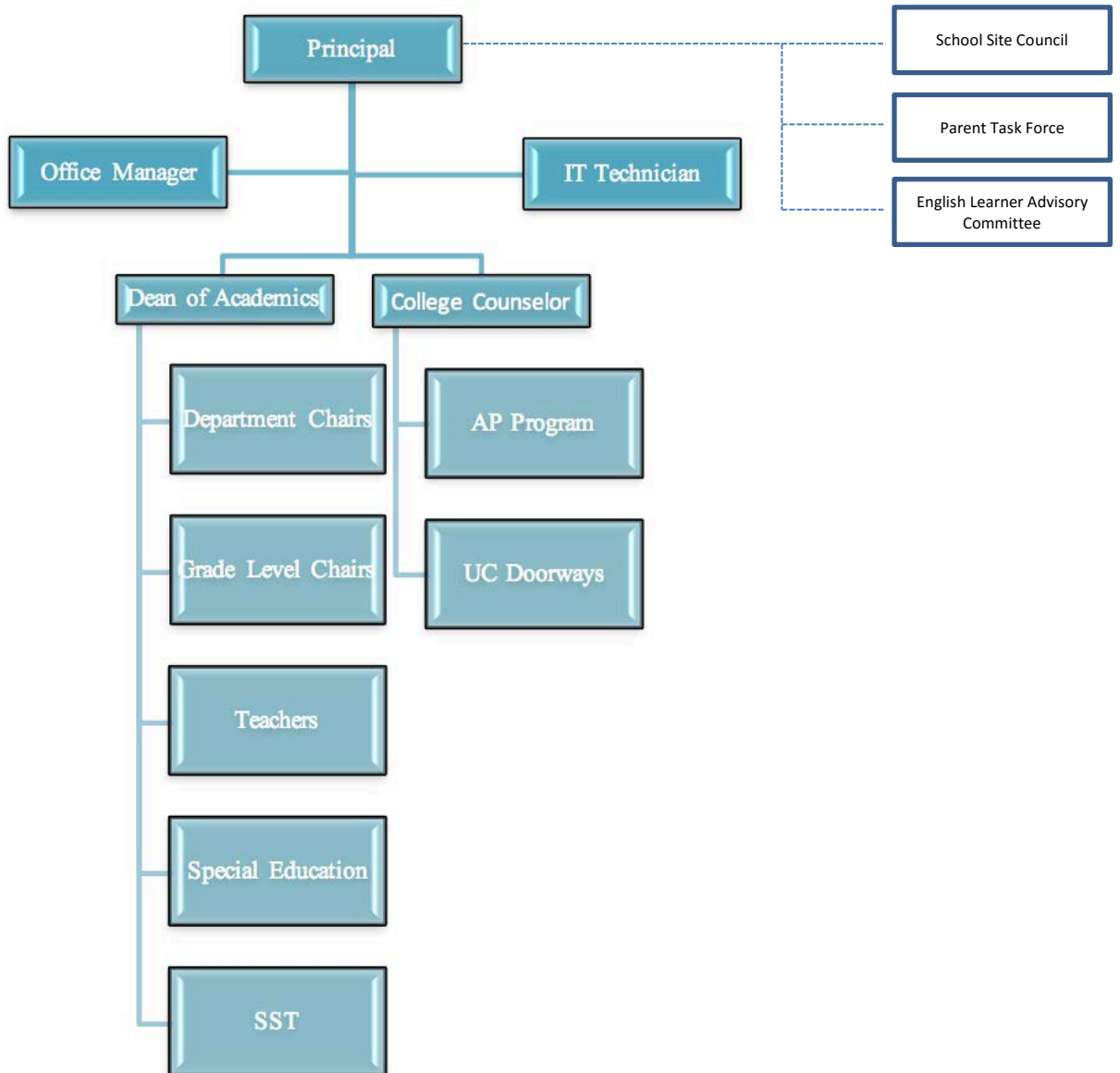
HR Administrator

This position acts as a liaison between employees and provides administrative support to the HR function as needed (e.g., correspondence generation, record keeping, file maintenance, Human Resource Information System (“HRIS”) entry). The HR Administrator also ensures plans are administered in accordance with federal and state regulations and plan provisions are followed.

Math Coach

The Math Coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the District’s adopted math program in response to intervention needed for student achievement. The Math Coach conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

CURRENT ORGANIZATIONAL CHART OF MSA-5



Magnolia is structured as a single 501c3 not-for-profit organization which includes both the home office and the ten school sites. MSA-5 is not independent from the rest of Magnolia's schools and home office. MSA-5 leases its facilities from LAUSD. The school site personnel report to their site principal who, in turn, reports to the home office Regional Director. The Regional Director ensures that the school site receives effective operational, academic, and financial support from the home office staff on a shared basis with the rest of the Magnolia schools. The leadership and board receive financial reports broken out by site (each school and the home office) and annual independent school audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

As MSA-5 student enrollment grows we will increase staffing accordingly, including two additional deans (one Dean of Students and one Dean of Culture), office staff, janitorial staff, teachers and aides. MSA-5 currently has a Dean of Academics who also serves as the Dean of Students and College Counselor.

While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-5:

Principal

The Principal is the senior authority at the Charter School, and is responsible for the day-to-day operation of the charter school. The Principal is the educational and instructional leader of the Charter School, and collaborates with the Chief Academic Officer on school operations and management. The Principal also reports to LACOE as required.

Dean of Academics

The Dean of Academics coordinates all academic activities, leads professional development, and oversees curriculum, instruction, and assessment at the Charter School.

Dean of Students

The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system.

Dean of Culture

The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of nine dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS's governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside). Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to California Education Code § 47604(b), the County Board reserves the right to appoint a representative to MPS' Board. If the County Board chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

BOARD MEETINGS AND DUTIES

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

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held in person in a location within the Board's jurisdiction. The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school's bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board On Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board 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.

As a multi-jurisdictional entity and per filings with the Fair Political Practices Commission ("FPPC"), the Brown Act authorizes MPS to hold its meetings in one of several counties across the state. (Cal. Gov. Code §54954(b).) To ensure public participation for Los Angeles County stakeholders, MPS provides video and/or phone conferencing access at one or more of its school sites within LAUSD's boundaries. This allows members of the public to watch and participate in Board meetings via live video and/or phone conferencing capabilities from school sites, homes, or the location of their choice. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum consisting of a majority of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of a school district in which at least one of the charter schools operated by the Corporation operates;
- All votes taken during a teleconference meeting shall be by roll call and in compliance with Brown Act Regulations;
- If the Board 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;

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

MPS has adopted a Conflicts of Interest Policy that complies with the Political Reform Act, Corporations Code, and County policy. The Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approve awarding of contracts in excess of the delegated authority. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to \$5,000 for Principals, up to \$10,000 for Executive Team, up to \$25,000 for CEO/Superintendent, over \$25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.
- Approve charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;

- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Recruit and appoint new Board members and provide for orientation training;
- Maintain Board operations; and,
- Assess its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

BOARD COMMITTEES

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

- Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records.

STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-5 and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School’s success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-5. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders at the school site impact decision-making:

SCHOOL SITE COUNCIL (“SSC”)

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- a. The Principal
- b. 4 teacher representatives selected by teachers at the Charter School
- c. 1 other school personnel selected by peers at the Charter School
- d. 3 parents of students attending the Charter School selected by such parents
- e. 3 students selected by students attending the Charter School

The SSC meets at least four times a year, and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement, recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use their website to update parents and stakeholders with their school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC’s recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act.)

ENGLISH LEARNER ADVISORY COMMITTEE (“ELAC”)

- State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-5 when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School’s total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT TASK FORCE (“PTF”)

The PTF is the Parent/Guardian Club at MSA-5, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-5. All parents or guardians of students currently enrolled in MSA-5 are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;
- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-5. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

STUDENT-TEACHER-PARENT PORTAL

As noted above, MSA-5 uses CoolSIS or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel commit to the MPS mission and vision and abide by the MPS Employee Handbook. All employees' job descriptions and work schedules are reviewed and modified as needed to meet the needs of the Charter School and its students. The job descriptions are based on the job duties for each employee and determined as part of the individual employment agreement.

Principal

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master's Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education

- Exceptional organizational, communication, public relations, and interpersonal skills

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with the Home Office
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter School
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Report to the chartering agency when required

Dean of Academics

Skills and Qualifications for the Dean of Academics:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC Doorways, school manual and school website
- Coordinate teacher and student involvement of after school program
- Evaluate course credits for all incoming high school students

- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all instructional fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings

Student Performance

- Help students prepare a Four-Year Plan
- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in CoolSIS or equivalent
- Report weekly at administration meeting any teachers who are not using CoolSIS or equivalent properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold teacher evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Oversee school operations in Principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools

- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Students' Responsibilities and Duties:

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences regarding student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in CoolSIS or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

Dean of Culture

Skills and Qualifications for the Dean of Culture:

- Bachelor's degree required (preferably in Education, or STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Culture's Responsibilities and Duties:

School Culture/Improvement

- Foster a school climate that supports the Charter School's vision and mission
- Own the Charter School's Second Step program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Build effective relationships among teachers, parents, and the community to improve school culture
- Promote respect and appreciation for all students, staff, and parents
- Support teachers in building meaningful relationships with students and families
- Monitor progress of self, school, and staff as it relates to school culture

- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Accurately monitor and analyze daily student attendance, including after school programs, and homework records; create new systems and structures to proactively address school's areas of need

Parental/Community Involvement

- Partner with parents and families to build an authentic school-wide community
- Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; PTF activities; corporate community volunteer opportunities; student performances; and events of a special nature
- Schedule, attend, and oversee all home visits with parents
- Organize and lead monthly parent workshops to educate parents in accordance with the Second Step curriculum on topics, including but not limited to, self-discipline, conflict resolution, and making responsible choices.

Teachers

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree
- Teaching credential, certificate, permit or other documentation required by laws and regulations as they apply to charter schools
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum; ensure written plans are available for review by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individualized Education Programs to ensure all modifications are met

- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the Principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the Student/Parent Handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, Principals, deans and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Teacher

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- CA Credential as Education Specialist with mild/moderate or severe designation
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation

- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold

Special Education Teacher's Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

College Counselor

The College Counselor reports to the Principal and is responsible for administering all aspects of the college search and admissions process.

Skills and Qualifications:

- B.A. or B.S. degree
- Excellent written and verbal communication skills, strong organizational ability and the ability to meet deadlines.
- Experience in college admissions or high school college counseling, teaching experience, and computer skills are plusses.
- Strong interpersonal, communication, and organizational skills; familiarity with the goals, objectives, and mission of an independent college preparatory school
- Ability to respond effectively to the needs of a diverse and demanding student and parent population; knowledge of colleges, their academic programs, admission policies, and financial policies and procedures.

Responsibilities and Duties:

- Educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting classes of 30-50 seniors and families as they go through the process; and helping students and families aspire realistically and choose wisely
- Meet with juniors and seniors, individually and in groups, to talk about process and individual college choices
- Advise 9th and 10th graders on curricular choices, as needed, and work with international students to understand U.S. college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the school campus and facilitating meetings between college representatives and students
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual Profile of the Charter School, as well as information on grade distributions in junior and senior courses and courses offered at the school
- Work with Office Staff to maintain records on seniors, including GPAs and transcripts
- Write an official school recommendation for each senior
- Create and update an annual College Search Handbook, a resource mailed to junior and senior parents each summer, with an extensive assembly of information about the college search process
- Keep parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid
- Act as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling
- Work with the senior class on class events, class meetings provide an opportunity to disseminate information about the college application process
- Keep track of admission decisions, statistics, and make a report to the Board
- Make informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Other duties as needed

After School Coordinator

The After School Coordinator is responsible for serving as a role model for students, providing homework support, and maintaining student safety.

Skills and Qualifications:

- High School Diploma or G.E.D. Required;
- Ability to speak and write Standard English appropriate in a public school setting
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

1. Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude
2. Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program
3. Create an engaging environment that fosters a sense of belonging that the students want to be in
4. Support students in making positive behavior choices and take disciplinary measures when appropriate
5. Engage children and youth by following, implementing, and assisting in creating lesson plans
6. Ensure student safety by assisting in set up, break down, and ongoing maintenance in an effort to keep the school or community site clean and orderly
7. Promote positive interactions between volunteers and students in accordance with child safety guidelines
8. Maintain student safety by taking roll and reviewing sign-in/ sign-outs for students and volunteers
9. Identify student needs and communicate to the Site Coordinator, teachers, school administration, parents, and volunteers as appropriate
10. Participate in staff development activities
11. Other duties as needed

IT Coordinator

The IT Coordinator is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:

1. Proven experience as IT coordinator or similar role
2. Experience in network management and help desk support is appreciated
3. Solid knowledge of IT systems and applications
4. Understanding of TCP/IP protocols and LAN/WAN configuration
5. Ability to troubleshoot and repair issues
6. Strong communication and interpersonal skills
7. Great attention to detail
8. Excellent organizational and coordination abilities
9. BSc/BA in information technology or computer science is preferred
10. Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus

Responsibilities and Duties:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality

Language & Literacy Coach

The Literacy Coach will lead building efforts to increase literacy achievement for all student populations.

Skills and Qualifications:

- Teacher Certification in elementary education
- Five years recent experience teaching reading/Aiding
- Teaching experience at more than one grade-level
- A deep level of understanding of the State Standards for English Language Arts
- Participation in comprehensive literacy training
- Evidence of success in working with adult learners
- Evidence of strong interpersonal skills
- Evidence of strong written communication and presentation skills
- Evidence of strong planning and organizational skills
- Evidence of successful leadership in reading and writing content at a grade level, building level or district level
- Experience in conducting reading and writing staff development
- Experience in mentoring/coaching teachers

Responsibilities and Duties:

- Assist teachers with the implementation of State Standards for English Language Arts via the MPS Framework for Teaching
- Assist teachers with the continued implementation of the MPS Literacy Plan
- Demonstrate exemplary literacy instruction for MPS teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development
- Plan and conduct Literacy team meetings
- Assist teachers in diagnosing individual student reading and writing weaknesses and match these areas of need with appropriate strategies and resources based on the State Standards for English Language Arts
- Monitor and report the effectiveness and progress of improved reading instruction and student performance
- Help make recommendations regarding instructional

EL Intervention Teacher

The English Language Intervention Teacher (Title III) develops and implements differentiated plans to support MPS's English Language Learners.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree in subject matter.
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in the section titled "NCLB and Credentialing Requirements"
- Capability of instructing students and managing their behavior

Responsibilities and Duties:

- Utilize, refine, and implement existing ELD Plan across the Charter School
- Play a lead role in annual examinations and reclassification of ELs
- Develop and implement a plan for the fidelity and progress monitoring of the ELD Plan as well as the use of agreed upon instructional classroom practices
- Support and train (or arrange for training) teachers on the use of MPS ELD process and procedure.
- Produce, analyze, and publish quarterly reports on the progress of ELs at MPS

School Psychologist

The job of the School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; and interpreting and applying state and federal codes.

Skills and Qualifications:

- Must possess a Master's degree and be eligible for a California License as a school psychologist.
- Must possess the ability to synthesize and interpret diagnostic and assessment data. Must possess a comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management.
- Must possess the ability to practically apply assessment, counseling, interviewing, and crisis intervention skills.
- Must possess the ability to work cooperatively as an interdisciplinary team member.
- Must possess excellent communication and time management skills.
- Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others.

Responsibilities and Duties:

- Identify and assess the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment
- Use assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Perform casework services with students and families to help resolve student's behavioral and social problems
- Select and administer age appropriate assessment methods and materials in order to determine then needs of the student

- Consult with teachers and other school personnel to obtain information regarding the reason for referral
- Gather background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records
- Interpret assessment results and compile comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations
- Serve as a member of the interdisciplinary assessment team assigned to each school and work as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children
- Communicate case findings and recommendations to teachers and other school personnel as needed
- Participate in eligibility committee meetings and contributes to the development of the Individualized Education Plan
- Serve as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students
- Conference with and provide information, support, and counseling to parents/guardians of students
- Provide in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students
- Organize and conduct specialized programs to include parent training classes and student support activities
- Conduct specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students
- Serve as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies
- Provide follow-up support and periodic re-evaluation services as necessary
- Act as a member of the school crisis team to provide intervention to students as necessary
- Make court appearances to present data and performs court-requested evaluations
- Compile monthly reports and maintains accurate case records
- Model nondiscriminatory practices in all activities
- Maintain adequate and current testing materials required by school psychologists

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment

- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma

Special Education Aide's Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at MSA-5 are free of charge for all students.

Office Personnel/Manager

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Skills and Qualifications:

- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment

- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paces environment

Responsibilities and Duties:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Charter School administration
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Paraprofessionals

Charter School shall comply with the Title I paraprofessional requirements¹ as defined by the ESEA:
Title I paraprofessionals whose duties include instructional support must have:

- High school diploma or the equivalent, and
- Two years of college (48 units), or
- A. A. degree (or higher), or
- Pass a local assessment of knowledge and skills in assisting in instruction.

(This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test [“CBEST”] for this purpose).

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-5 teachers and supporting documentation will be monitored and maintained by the Principal at the charter school site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

¹ <http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon LACOE’s request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. All employees shall be assessed and examined (if necessary) for tuberculosis at least one each four years thereafter, as required by Education Code Section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide LACOE with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

The Chief Financial Officer and Human Resource Administrator serve as the Custodians of Records for MSA-5.

STUDENT HEALTH AND WELLNESS

MSA-5 strives to ensure the health and wellness of all students at our school, as a critical component of each student's academic and life success. A nutritious hot lunch program, along with breakfast and snacks, are provided for all students via Better 4 You meals through the National School Lunch Program. Students have ample opportunities for physical activity and development of healthy lifestyles through P.E. classes, as well as after-school activities including competitive sports clubs for basketball, volleyball, soccer and flag football.

During weekly middle school students' Life Skills classes and Advisory in high school, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The Charter School conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Suicide Prevention Support

The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating MPS' strategies for suicide prevention and intervention. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, MPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for MPS. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

District Demographics

Second largest in the nation, the LAUSD enrolls more than 640,000 students in kindergarten through 12th grade, at over 900 schools, and 187 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California.¹³

The following data shows MSA-5 vs. District enrollment in 2016-17 by ethnicity:

| | # of students | % Hisp | % AA | % White | % Asian |
|-------|---------------|--------|------|---------|---------|
| LAUSD | 633,621 | 74.0% | 8.3% | 10.1% | 3.7% |
| MSA-5 | 187 | 84.0% | 2.7% | 7.5% | 1.6% |

To be reflective of the general population residing within LAUSD, MSA-5 will pursue venues to increase percentage of enrollment in the student ethnic groups that do not have the same percentage of enrollment as in the District. Based on the comparative data, MSA-5 will strive to increase the percentage of enrollment group by the end of the charter term. See the Recruitment Plan below.

Recruitment Plan

MSA-5 pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-5 will undertake in order to achieve its Racial and Ethnic Balance goal.

Outreach efforts will use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-5 website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-5 focuses outreach efforts within a 10-mile radius of the Charter School’s location.

MSA-5 uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have 6 through and 12th grade children; (October)
- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (October-May)

¹³ <http://achieve.lausd.net/about>

- Hosting Open Houses and providing tours of the Charter School on a regular basis; (October-May)
A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community; (October-May)

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.

MSA-5 uses a variety of strategies to recruit a diverse population outlined in our Recruitment Plan. With our current partnerships in the city of Reseda we are able to participate in community events with Councilmember Blumenfield's office and Assemblymember Matt Dababneh. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

Specific Actions

| Date | Event | Location |
|---------------------------|--|--|
| September | Social Media Campaign | Online |
| September-March | Flyers at local libraries | Surrounding areas |
| October | School Event Invitation | MSA-5 18230 Kittridge St. Reseda, CA 91335 |
| October-December | Flyers at Councilmember Blumenfield Office | Surrounding area |
| November-February | Social Media Campaign | MSA-5 18230 Kittridge St. Reseda, CA 91335 |
| January-February; June | Advertisement in Local Magazine/Newspaper | Surrounding area |
| April | Invitation to our STEAM Expo | MSA-5 18230 Kittridge St. Reseda, CA 91335 |
| May | Mailing Campaign advertising Summer School | Surrounding area |

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission policies or procedures, consistent with [Education Code Section 47605] subdivision (d).” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to LACOE upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard LACOE contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSION REQUIREMENTS

A Lottery Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. If the number of students who wish to attend the school exceeds the

openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2) and as set forth below.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. MSA-5 will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ENROLLMENT PREFERENCE

Pursuant to Education Code § 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of a lottery for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of LAUSD, as determined by their guardian's home or work address, with additional preferences given in the following order:

- Siblings of admitted or attending students
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10%
- Students matriculating from other Magnolia Public Schools
- Foster youth or homeless students¹

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Finally, we know that Foster and homeless youth need a strong school to attend. As a school, we make sure that they can be accepted at our campus and go ahead of others in the waitlist as part of the lottery.

LOTTERY PROCEDURE

¹ Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-5 will verify eligibility at the time of enrollment.

The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-5’s office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, charter school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the charter school site if the charter school facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level capacity is met, the remaining students’ names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied.

MSA-5 will invite a LACOE representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School’s main office for inspection upon request. Each application form will be kept on file for the academic year with the applicant’s assigned lottery number in the Charter School database and on his or her enrollment application.

NOTIFICATIONS OF ADMISSION STATUS

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the school, in person or by mail, complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. The school’s office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement. When an offer occurs during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list is required enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“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.” (Ed. Code § 47605(b)(5)(l).)

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

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County 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 the Charter School is a public record to be provided to the public upon request.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSA-5 to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.

- The Audit Committee may include persons who are members of the Board, but may not include any the staff of the charter school, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, 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. MPS works with the oversight entity to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.
- The Board of Directors will review and approve the audit no later than December 15.
- The CFO will be responsible for submitting the audit to all reporting agencies including the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- 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 the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

NOTIFICATION OF THE COUNTY

Upon expelling any student, Charter School shall notify the County by submitting an expulsion packet to the County immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion”
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - BB. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - CC. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

The Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MSA-5. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding

suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-5's policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-5 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-5 school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-5 staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-5 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-5 or at any other school; or (3) a MSA-1 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

- substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
 7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
 8. Stole or attempted to steal school property or private property.
 9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 10. Committed an obscene act or engaged in habitual profanity or vulgarity.
 11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 13. Knowingly received stolen school property or private property.
 14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

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

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

11. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
12. Brandishing a knife at another person. E.C. 48915(c)(2)
13. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
14. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
15. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date

and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be

responsible for the appropriate interim placement of students. Please see “Interim Placement” below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-5 or at any other school; or (3) a MSA-5 sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under “Rehabilitation Plans.”

Expulsion (Discretionary Offenses)

16. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
17. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.
18. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
19. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
20. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
21. Committed or attempted to commit robbery or extortion in excess of \$1,000.
22. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
23. Stole or attempted to steal school property or private property in excess of \$1,000.
24. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

25. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
26. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
27. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
28. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
29. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
30. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
31. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
32. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
33. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

- b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - e. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
39. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
40. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Expulsion (Mandatory Offenses)

- 8. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
- 9. Brandishing a knife at another person. E.C. 48915(c)(2)
- 10. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
- 11. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
- 12. Possession of an explosive, as defined below. E.C. 48915(c)(5)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be “on call” for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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

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

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-5 may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only

by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-5 must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-5 must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-5. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such

a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

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

Presentation of Evidence

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-5
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-5 shall maintain records of all student suspensions and expulsions at MSA-5. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement at a CDS or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.* MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

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

18. Notification of SELPA

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

19. Services During Suspension

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

20. Procedural Safeguards/Manifestation Determination

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

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

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

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

- e. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such

assessment prior to such determination before the behavior that resulted in a change in placement;

- f. 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
- g. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

21. Due Process Appeals

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

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

22. Special Circumstances

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

The Principal 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:

- e. 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;
- f. 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
- g. 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.

23. Interim Alternative Educational Setting

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

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge 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.

Required Notification

If a pupil is expelled or leaves the Charter School 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 a transcript of grades or report card and health information.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“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.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the State Teachers’ Retirement System (“STRS”).

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees Retirement System (“PERS”). MERF acknowledges that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

All part-time classified employees hired to work six months or more become eligible to participate in PERS on the date of hire. (Public Agency & Schools Reference Guide, February 2016, citing Government Code § 20281.) For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

Employees in PERS also qualify for Social Security.

The Charter School LEA employees participate either in PERS or STRS according to their eligibility. Staff members who leave the LEA to work for the Foundation Home Office have the option of retaining their PERS or STRS status, if eligible. The non-school PERS or STRS eligible Foundation Home Office staff qualify for social security and may elect to participate in an employer 401(k) plan.

OVERSIGHT OF BENEFITS

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County. MERF acknowledges that the school must continue such participation for the duration of the charter school's existence under the same CDS code.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district or county office of education, or program of any school district or county office of education, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district or county office of education.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. A pupil may pursue an inter- or intra-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the school district, as they may change from time to time.

MSA-5 is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-5, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“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.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District or County who choose to leave the employment of the District or County to work at Charter School shall have no automatic rights of return to the District or County after employment at Charter School unless specifically granted by the District or County through a leave of absence or other agreement or policy of the District or County as aligned with the collective bargaining agreements of the District or County. Leave and return rights for District or County union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

Disputes Between the Charter School and the County

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

In the event that any dispute arises between the Charter School, its staff and Board members and LACOE and its staff and Board members, both parties agree to use the procedure outlined below, pursuant to County Board Policy 0420.4 and Administrative Regulation 0420.4, except for any dispute that is any way related to revocation of the charter petition.

In the event of a dispute between the Charter School and LACOE, the parties agree to first frame the issue in written format and to refer the issue to the LACOE Superintendent and Executive Director of the Charter School. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days.

The Executive Director and Superintendent, or their respective designees, will attempt to settle the dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter petition, both parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if LACOE believes the Charter School:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
- c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- d. Violated any provision of law.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that county and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

In the event that the Charter School closes, the CEO will serve as the Charter School’s closure agent.

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

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles 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.

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

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

FACILITIES

MSA-5 will comply with its Facility Use Agreement.

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

1. Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
2. Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
3. Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
4. Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
5. Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - a. Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - b. Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

1. **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 1. **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 2. **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
2. **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide LACOE with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to LACOE. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all County policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to LACOE for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to LACOE upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LACOE.
- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers' Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the Charter School's assets.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insureds and shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

The Charter School shall provide evidence of insurance coverage to LACOE prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Certificates of insurance shall be mailed to:

Los Angeles County Office of Education
Insurance Compliance (EBIX)
P.O. Box 100085-LA
Duluth, GA 30096

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

FISCAL MATTERS

Oversight Costs

LACOE may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or LACOE may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from LACOE. Notwithstanding the foregoing, LACOE may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Budgets and Financial Reporting

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

Attached, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update (LCAP) 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 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 County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

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

The charter school intends to remain in the current facility location at 18230 Kittridge St. Reseda, CA 91335. In order to provide all aspects of the educational program, the facility must provide the following: at least 12 core classrooms, 2 science labs, 1 main office, 1 learning center, 1 resource/counseling room for FERPA compliance (confidential meetings and testing), 1 computer lab, a multi-purpose room, a parent center, cafeteria, auditorium and athletic facilities for PE classes to use.

Potential Civil Liability Effects

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

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

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

Further, the Charter School shall enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

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

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