MAGNOLIA SCIENCE ACADEMY 3

CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2017 – JUNE 30, 2022)

SUBMITTED TO THE
LOS ANGELES COUNTY
BOARD OF EDUCATION
NOVEMBER 4, 2016

by

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Magnolia Science Academy ("MSA-3" or the "Charter School"), operated by Magnolia Educational and Research Foundation, dba Magnolia Public Schools ("MPS") 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 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- MPS declares that it shall be deemed the exclusive public school employer of the employees of MSA-3 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 each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined 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). 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 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

- 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).)**

GENERAL INFORMATION

▪ The contact person for Charter School is:	Chief Executive Officer, Caprice Young, Ed. D.
▪ The contact address for Charter School is:	250 E. 1st Street Suite 1500 Los Angeles, CA 90012
▪ The contact phone number for Charter School is:	(213) 628-3634
▪ The proposed address, or target community by Zip Code, of Charter School is:	1254 E. Helmick St. Carson, CA 90746
▪ The location is in LAUSD Board District:	7
▪ The location is in LAUSD Local District:	South
▪ The grade configuration of Charter School is:	6-12
▪ The number of students in the first year will be:	449
▪ The grade level(s) of the students in the first year will be:	6-12
▪ Charter School's scheduled first day of instruction in 2017-2018 is:	August 15, 2017
▪ The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency.)	449
▪ The type of instructional calendar will be:	Traditional

▪ The bell schedule for Charter School will be:	8:15 am to 3:10 pm
▪ The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR CHARTER SCHOOL

Magnolia Science Academy 3 (MSA-3 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2007– and here requesting a third five-year charter term -- MSA-3'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-3 is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-3 is a high-performing charter school in Carson 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 in 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 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 (MSA-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 eight charter schools in Los Angeles Unified School District (LAUSD), one in San Diego Unified School District (SDUSD), and one state-authorized charter in Santa Ana. Combined, MPS charter schools now serve more than 3,813 students annually in grades TK-12.

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 in STEAM fields. MSA-3's recent achievements include the following highlights, detailed more extensively below:

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[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.

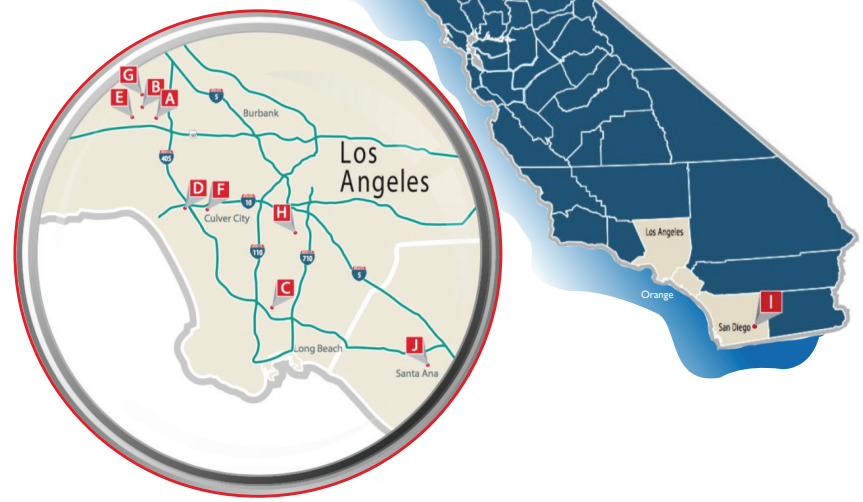
- A 2015 4-year cohort graduation rate of 97.9%, with **100% of graduates meeting A-G requirements for admission to the University of California/California State University (UC/CSU)** system. This compares to a district-wide graduation rate of 72.2% and A-G completion rate of 51.7% in 2015. In 2015, 70% of our graduates were admitted to four-year colleges and universities, with 30% admitted to at least one of the UC campuses.
- **100%** of our 2015 graduates took at least one AP course, and 55% of these students earned a "3" or better score on at least one AP exam.
- Diverse enrollment, 50% Hispanic/Latino, 44% African American, 2% White and 1% Asian, 81% free and reduced price lunch (FRPL), 5% English Learners (EL) and 11% Special Education (SpEd).
- Achieved full WASC accreditation after Mid-Cycle Review Visit
- Our students have won awards such as the Congressional Leadership Award, National Hispanic Recognition (NHRP) based on PSAT/NMSQT score, and our Female Robotics Team took Fourth Place in Magnolia Science Expo.
- MSA-3 has had great success in athletics as well; MS girls volleyball Varsity League Champions, MS Boys JV Basketball undefeated league champs, HS boys volleyball undefeated league champs, HS girls volleyball 3rd place in league, HS coed 2nd and 3rd place in YPI tournament.

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 and Locations of Magnolia Science Academies

	NAME	GRADE LEVEL	LOCATION
	Magnolia Science Academy (Academy)		
A	Academy 1	6th-12th Grade	18238 Sherman Way, Reseda, CA
B	Academy 2	6th-12th Grade	17125 Victory Blvd.,Van Nuys, CA
C	Academy 3	6th-12th Grade	1254 East Helmick St., Carson, CA
D	Academy 4	6th-12th Grade	11330 West Graham Place, Los Angeles, CA
E	Academy 5	6th-12th Grade	18230 Kittridge St., Reseda, CA
F	Academy 6	6th-8th Grade	3754 Dunn Dr., Los Angeles, CA
G	Academy 7	TK-5th Grade	18355 Roscoe Blvd., Northridge, CA
H	Academy 8 Bell	6th-8th Grade	6411 Orchard Ave., Bell, CA
I	Academy San Diego	6th-8th Grade	6365 Lake Atlin Ave., San Diego, CA
J	Academy Santa Ana	TK-12th Grade	2840 West 1 St., Santa Ana, CA



grade levels of these sites.

MSA-3's Performance During the Current Charter Term Meets Renewal Criteria

Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years "shall" meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter

renewal: **MSA-3 meets and exceeds applicable criteria for renewal under the California Education Code[3].**

While MSA-3 met both the schoolwide and all subgroup growth targets in 2012, with an API increase from 754 to 785, it unfortunately lost points on the API in 2013, thus it does not meet the first criteria for renewal, though it does meet the next three criteria. As detailed below, MSA-3's API scores have outperformed the comparison resident schools, in many cases by significant margins.

Year	Growth API	Met School-wide Growth Target	Met All Subgroup Growth Target
3-year weighted Average API	761		
2013	748	No	No
2012	785	**Yes**	**Yes**
2011	754	No	No

MSA-3 ranked in deciles 4 to 10, inclusive, on statewide ranking.

Year	MSA-3
2013	3
2012	5
2011	4
2010	6

MSA-3 achieved a Statewide decile rank of "4" or higher in two of the past three years, thus meeting these criteria.

School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

Year	MSA-3
2013	8
2012	7
2011	5
2010	10

MSA-3 achieved a similar schools rank of "7" and "8" in the past two years, and a "5" in 2011, thus meeting these criteria.

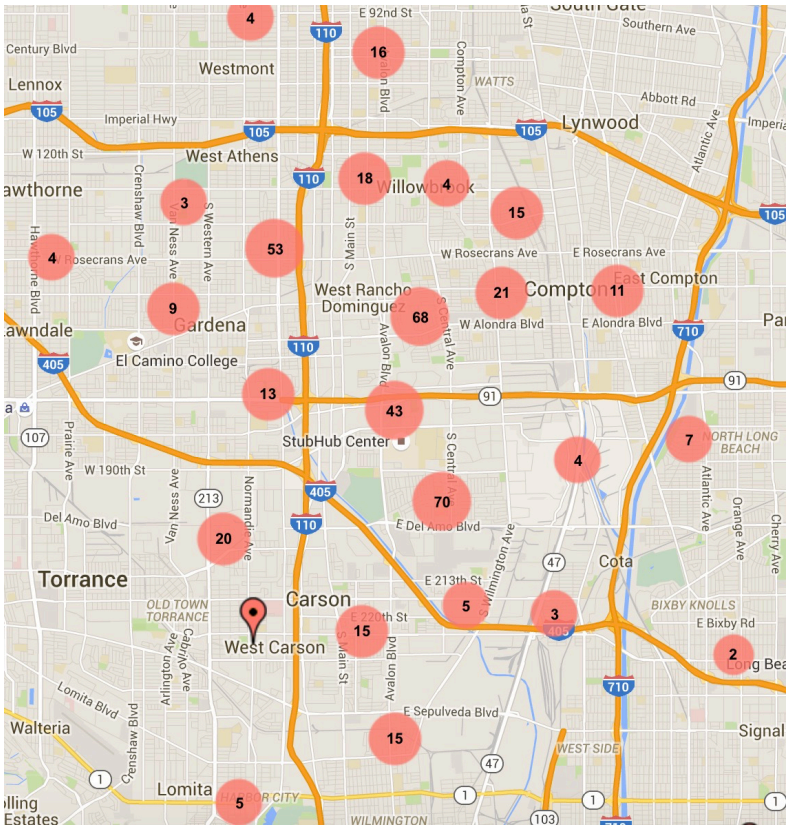
In addition, MSA-3's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, 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

[3] The fifth criterion only applies to alternative model (ASAM) schools.

(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's students. The map below shows where our students live.



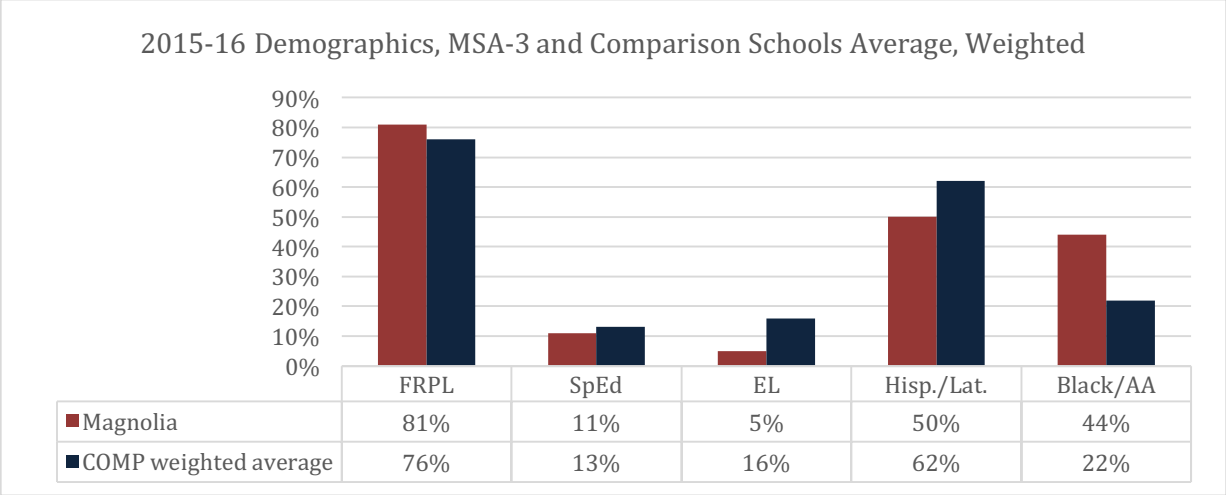
Based on an analysis of the students' residence addresses, the following table lists the top 10 home district schools *within LAUSD* that our students would otherwise be required to attend[4]:

School	Grade Level	# of students	%FRL	%SpEd	%ELs	%Hisp	%AA	%White	%Asian
Glen Hammond Curtis Middle	6-8	544	83%	9%	65	45%	52%	1%	0%
Stephen M White Middle	6-8	1,610	76%	14%	10%	62%	10%	3%	3%
Andrew Carnegie Middle	6-8	924	73%	14%	9%	49%	24%	3%	2%
Robert A Peary Middle	6-8	1,332	80%	15%	14%	64%	27%	2%	3%
Samuel Gompers Middle	6-8	557	92%	21%	25%	62%	36%	0%	0%
Drew Middle	6-8	826	88%	10%	26%	85%	14%	0%	0%
Banning High	9-12	542	85%	NA	17%	94%	2%	2%	0%
Carson High	9-12	2,572	60%	12%	7%	54%	18%	3%	2%
Gardena High	9-12	1,586	81%	15%	13%	65%	26%	2%	3%
Rancho Dominguez Prep	6-12	975	79%	11%	9%	62%	24%	2%	1%
Weighted Average			765	13%	16%	62%	22%	2%	2%
MSA-3	6-12	455	81%	11%	5%	50%	44%	2%	1%

Source: dq.cde.ca.gov/Dataquest.[5]

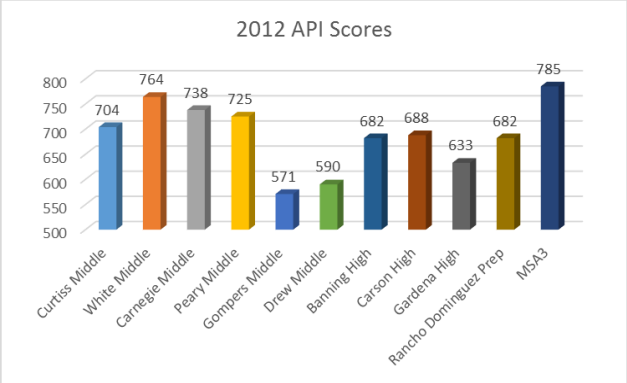
[4] We have omitted from this analysis the resident schools that are within the Compton Unified School District.
[5] Unless otherwise noted, all academic and school site data cited throughout this petition is sourced from the California Department of Education's DataQuest site: dq.cde.ca.gov/Dataquest.

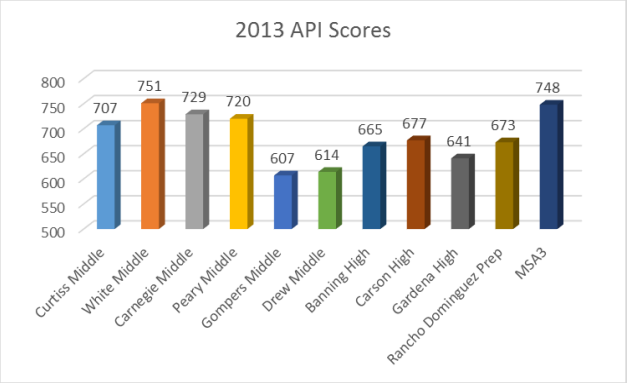
The demographics of the schools MSA-3 students would otherwise attend are similar to the student population of MSA-3, though MSA-3 has a higher percentage of African American students and thus fewer English Learners (EL). As a quick snapshot, here is where MSA-3 compares to the demographics of schools our students would otherwise attend:



	FRPL	SpEd	EL	Hisp./Lat.	Black/AA
Magnolia	81%	11%	5%	50%	44%
COMP weighted average	76%	13%	16%	62%	22%

API Scores

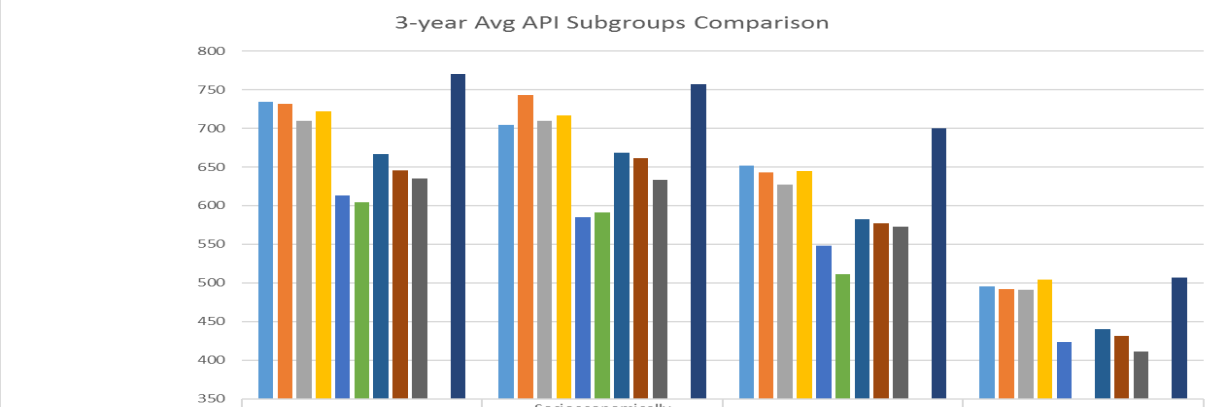




As illustrated in the charts below, while MSA-3 had a decrease in API between 2012 and 2013, in both years, we still outperformed all ten of the comparable resident middle and high schools our students would otherwise attend, with just one exception in 2013 (White Middle), in schoolwide API scores. MSA-3 students scored significantly higher than their peers at many of these schools. In 2012, the MSA-3 API of 785 was 98 points higher than the weighted average API of all comparable schools (the average of the 10 schools was 730 in 2012). In 2013, while MSA-3 had a 37 drop in API to 748, that score is still 64 points higher than the 2013 weighted average of the comparison resident schools. We also note that API scores for middle schools are typically higher than high schools, and in this comparison, we include both 6-8 and 6-12 schools.

Notably, MSA-3's subgroup performance also exceeds the comparison schools' subgroups, in some cases dramatically. When looking at the English Learner subgroup (all grades, 6-12), MSA-3's 3-year weighted API score is 48 points higher than the next-highest performer, Curtiss MS (grade 6-8), and 189 points higher than Drew Middle (6-8). Similarly, Hispanic/Latino students at MSA-3 have a 3-year weighted API of 770, 36-166 points higher than the comparison schools. Socioeconomically Disadvantaged at MSA-3 also perform statistically better at MSA-3 than if they attended any of the comparison resident schools, with as much as a 172-point difference. And lastly, Students with Disabilities – while clearly an area for growth –

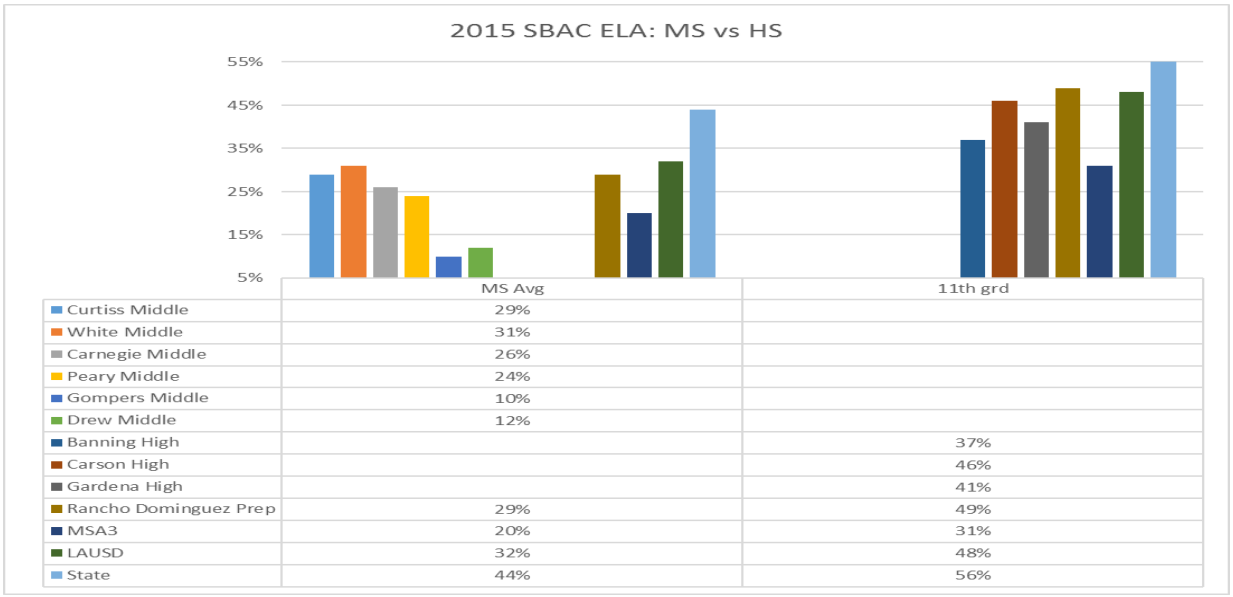
still scored 12-171 points higher than similar students at all ten comparison schools.



	Hispanic or Latino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Curtiss Middle	734	704	652	495
White Middle	732	743	643	492
Carnegie Middle	710	710	627	491
Peary Middle	722	717	645	504
Gompers Middle	613	585	548	423
Drew Middle	604	591	511	336
Banning High	667	668	582	440
Carson High	646	661	577	431
Gardena High	635	633	573	411
Rancho Dominguez Prep	0	0	0	0
MSA3	770	757	700	507

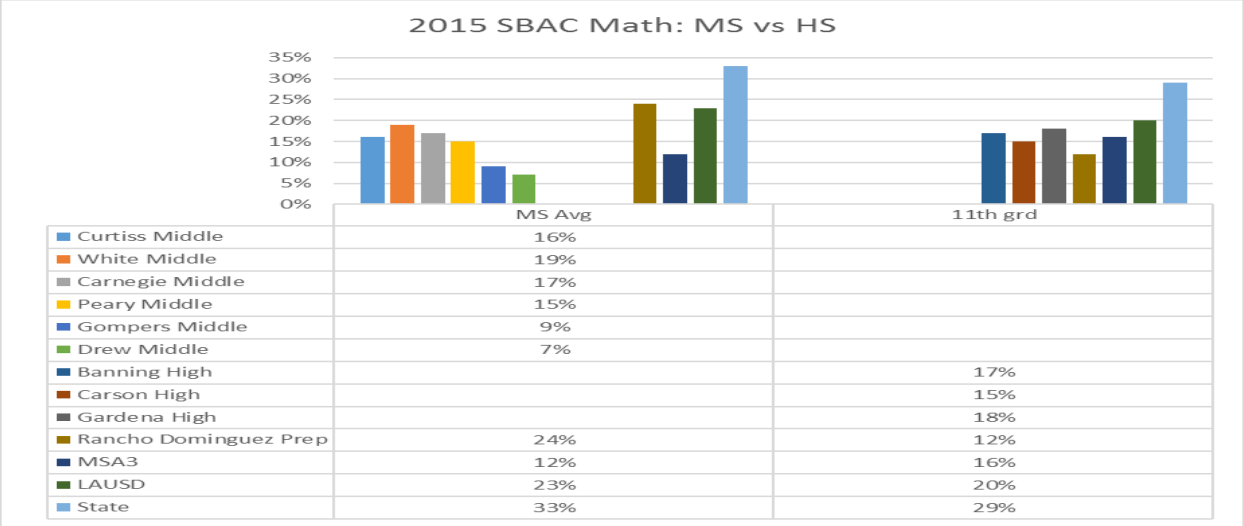
Smarter Balanced Assessment Consortium (SBAC)/California Assessment of Student Performance and Progress (CAASPP) Results

On the new, more complex CAASPPs in 2015, MSA-3's students 2015 SBAC in ELA, MSA-3's middle grade students outperformed two of the comparable resident middle schools with 20% Met/Exceeded standards; MSA-3's 11th graders' 31% Met/Exceeded rate in ELA was lower than the resident high schools.



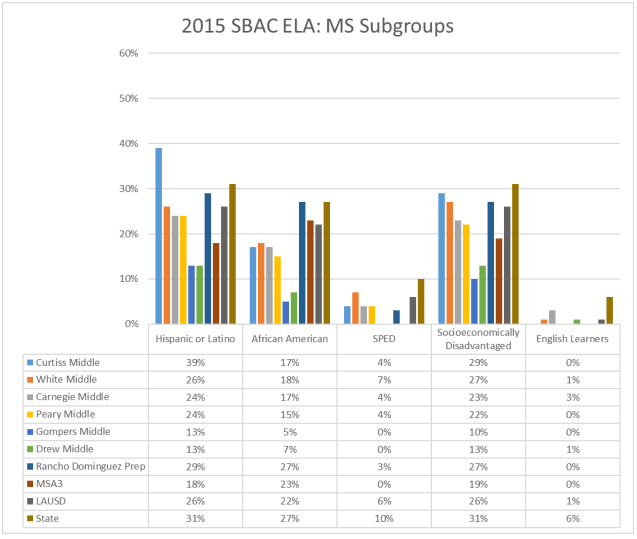
	MS Avg	11th grd
Curtiss Middle	29%	
White Middle	31%	
Carnegie Middle	26%	
Peary Middle	24%	
Gompers Middle	10%	
Drew Middle	12%	
Banning High		37%
Carson High		46%
Gardena High		41%
Rancho Dominguez Prep	29%	49%
MSA3	20%	31%
LAUSD	32%	48%
State	44%	56%

In Math, MSA-3 middle grades students were 12% Met/Exceeded standards, a higher rate than two comparable middle schools and within range of three others. MSA-3's 11th graders were 16% Met/Exceeded, higher than two comparable resident schools and within one or two points of the other two.

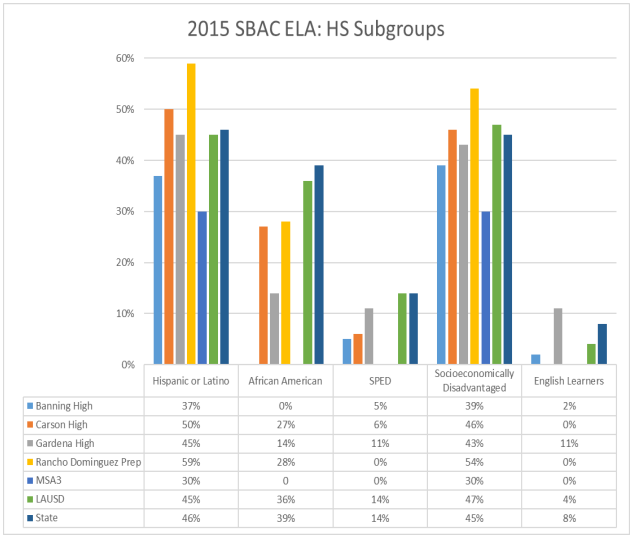


	MS Avg	11th grd
Curtiss Middle	16%	
White Middle	19%	
Carnegie Middle	17%	
Peary Middle	15%	
Gompers Middle	9%	
Drew Middle	7%	
Banning High		17%
Carson High		15%
Gardena High		18%
Rancho Dominguez Prep	24%	12%
MSA3	12%	16%
LAUSD	23%	20%
State	33%	29%

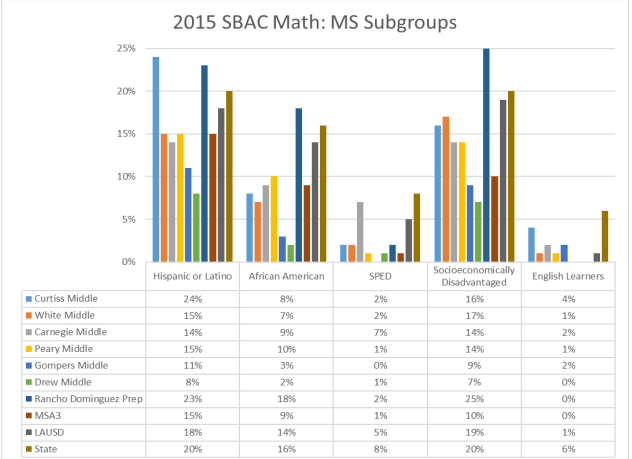
In looking at MSA-3's subgroup performance, while some of the comparisons highlight a need for growth, there are highlights that are promising. For example, our middle grades African American students were 23% Met/Exceeded in ELA, higher than all but one of the middle school comps; in Math, the AA rate of 9% met or exceeded all the comps except two. Less than ten African American students in 11th grade completed the exam *which was not enough to be numerically significant*, which is why the chart below signifies a zero. We are working to improve performance significantly as detailed below.



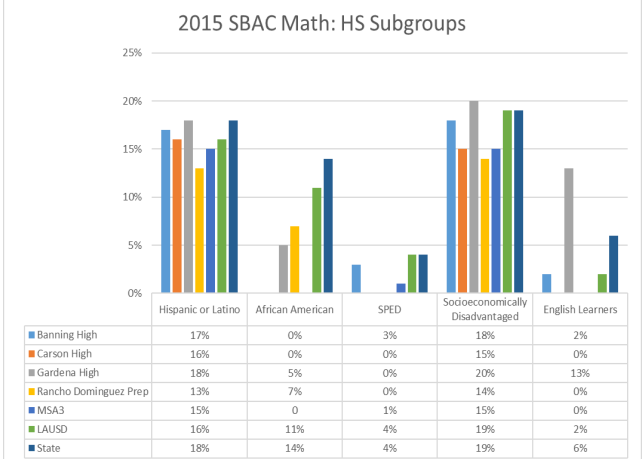
	Hispanic or Latino	African American	SPED	Socioeconomically Disadvantaged	English Learners
Curtiss Middle	39%	17%	4%	29%	0%
White Middle	26%	18%	7%	27%	1%
Carnegie Middle	24%	17%	4%	23%	3%
Peary Middle	24%	15%	4%	22%	0%
Gompers Middle	13%	5%	0%	10%	0%
Drew Middle	13%	7%	0%	13%	1%
Rancho Dominguez Prep	29%	27%	3%	27%	0%
MSA3	18%	23%	0%	19%	0%
LAUSD	26%	22%	6%	26%	1%
State	31%	27%	10%	31%	6%



	Hispanic or Latino	African American	SPED	Socioeconomically Disadvantaged	English Learners
Banning High	37%	0%	5%	39%	2%
Carson High	50%	27%	6%	46%	0%
Gardena High	45%	14%	11%	43%	11%
Rancho Dominguez Prep	59%	28%	0%	54%	0%
MSA3	30%	0	0%	30%	0%
LAUSD	45%	36%	14%	47%	4%
State	46%	39%	14%	45%	8%



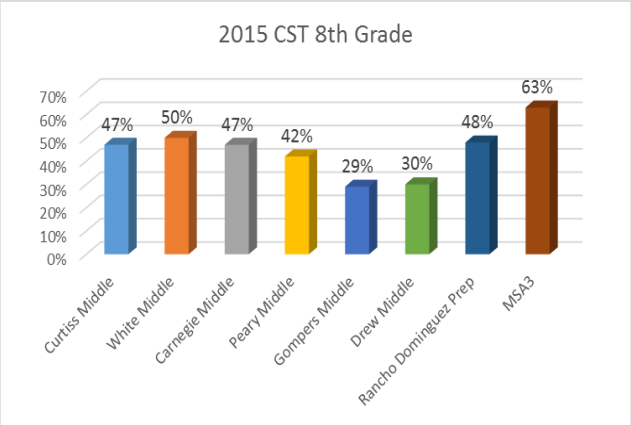
	Hispanic or Latino	African American	SPED	Socioeconomically Disadvantaged	English Learners
Curtiss Middle	24%	8%	2%	16%	4%
White Middle	15%	7%	2%	17%	1%
Carnegie Middle	14%	9%	7%	14%	2%
Peary Middle	15%	10%	1%	14%	1%
Gompers Middle	11%	3%	0%	9%	2%
Drew Middle	8%	2%	1%	7%	0%
Rancho Dominguez Prep	23%	18%	2%	25%	0%
MSA3	15%	9%	1%	10%	0%
LAUSD	18%	14%	5%	19%	1%
State	20%	16%	8%	20%	6%

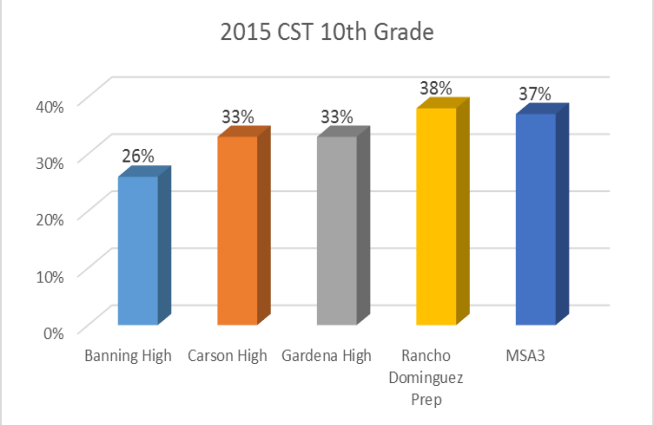


	Hispanic or Latino	African American	SPED	Socioeconomically Disadvantaged	English Learners
Banning High	17%	0%	3%	18%	2%
Carson High	16%	0%	0%	15%	0%
Gardena High	18%	5%	0%	20%	13%
Rancho Dominguez Prep	13%	7%	0%	14%	0%
MSA3	15%	0	1%	15%	0%
LAUSD	16%	11%	4%	19%	2%
State	18%	14%	4%	19%	6%

California Standards Tests (CST) – Science

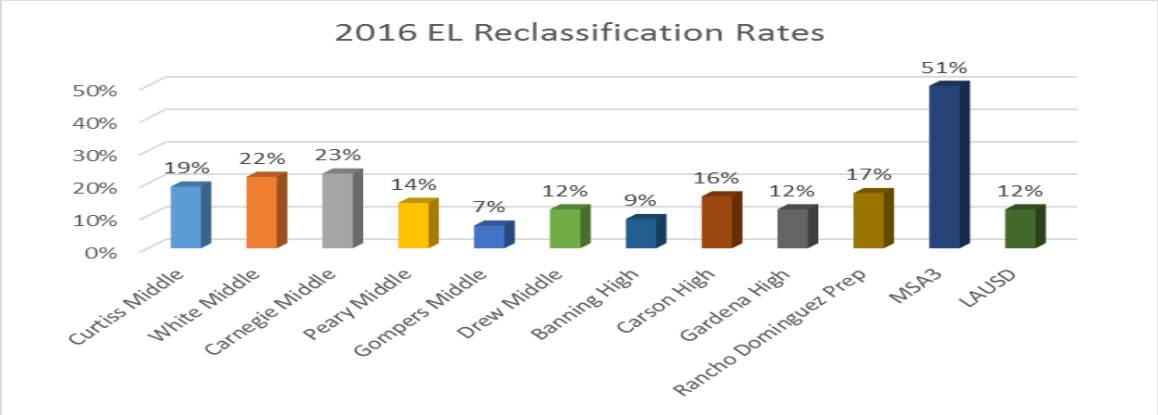
MSA-3's 8th grade 2015 CST Science Proficiency rate of 63% significantly outperforms the middle school comparisons, which ranged from 29-50%. The 10th graders at MSA-3 had a proficient/advanced rate on the Science CST of 37% -- one-point shy of Rancho Dominguez Prep's 38%, and higher than the other comparison high schools.





English Learner Re-Classification Rates

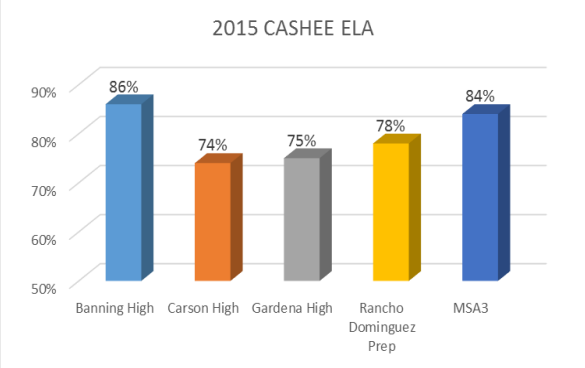
While MSA-3 does not have a particularly large EL population (5%), the school focuses heavily on re-classification of English Learners, including support for Long Term English Learners (LTELs; see below for a detailed discussion of the English Learner program). In 2016, MSA-3 reclassified 51% of ELs – significantly higher than all of the comparison schools and LAUSD as a whole.[6]

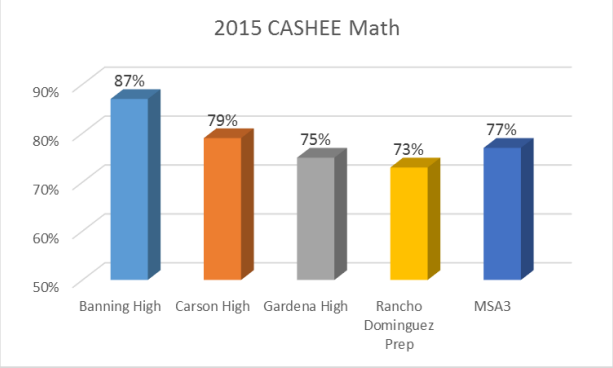


CAHSEE Passage Rates

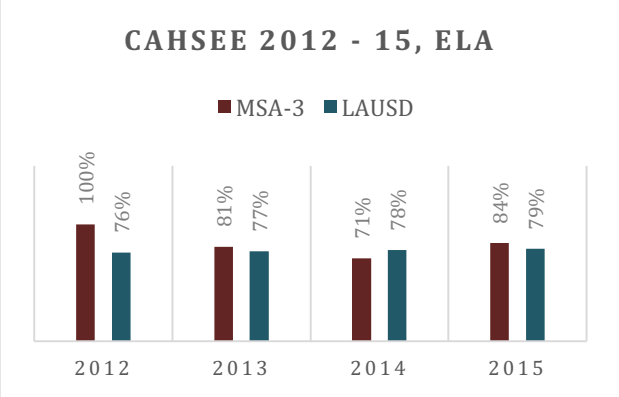
[6]We note that in 2014-15, due to a change in leadership, RFEP data was reported late to CALPADS. In response to this issue, the home office hired an EL/Title III Coordinator that will work with our site level and consortium level data managers to oversee the timely submission of all data pertaining to English Learners, and the home office continues to provide CALPADS training to our school leaders and data managers three times per academic year, which includes signing a memorandum of understand at the conclusion of each training.

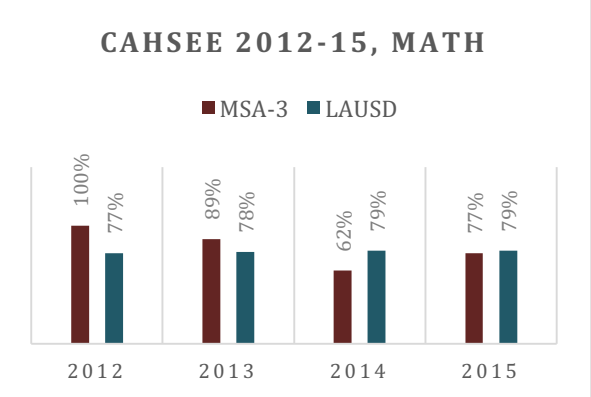
While the CAHSEE has been suspended as a statewide measure, previous results for MSA-3 10th graders were strong, scoring higher rates than all the comparable schools on the CAHSEE in ELA and Math, with the exception of Banning High.





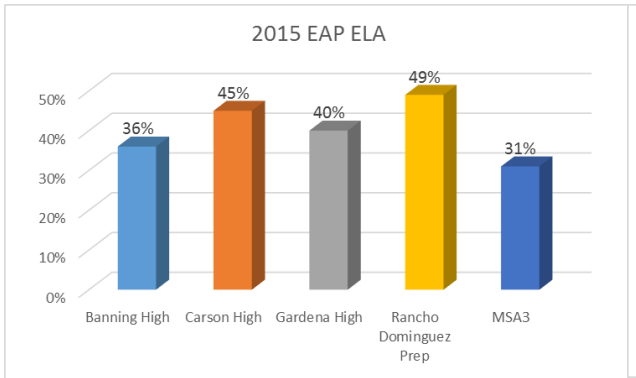
In 2015, while MSA-3's pass rates declined slightly from previous years, the scores over the past four years consistently outperformed LAUSD pass rates in both ELA and Math:

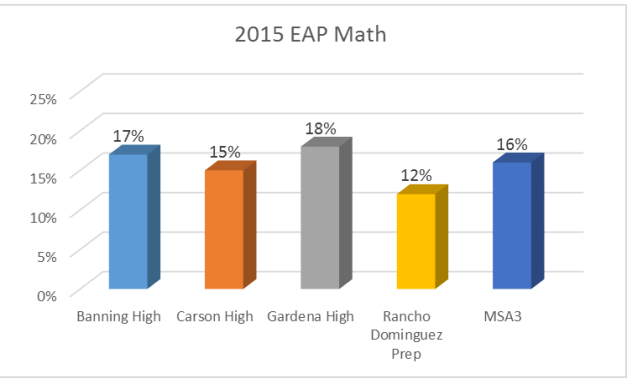




Early Assessment Program (EAP) Test Results

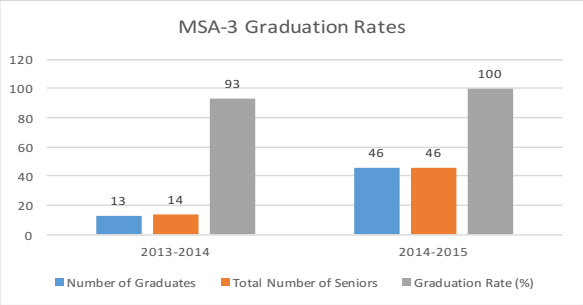
Again, while the EAP has been suspended by the state as a measure of college-readiness, as illustrated in the charts below, students at MSA-3 posted proficiency rates in both ELA and Math that were similar or better than all of the comparison schools in Math (16% v. 12-18%), though lower than the comparison high schools in ELA (31%).



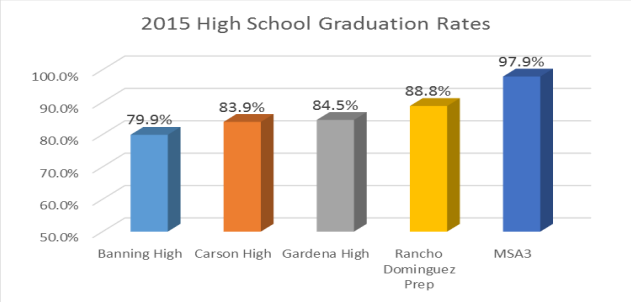


Graduation Rate

MSA-3's four-year cohort graduation rates have been consistently strong, ranging from 98-100% over the last two years:



This performance is stronger than the resident comparison high schools, looking at 2015 data (the most recent graduation rates are publicly available):

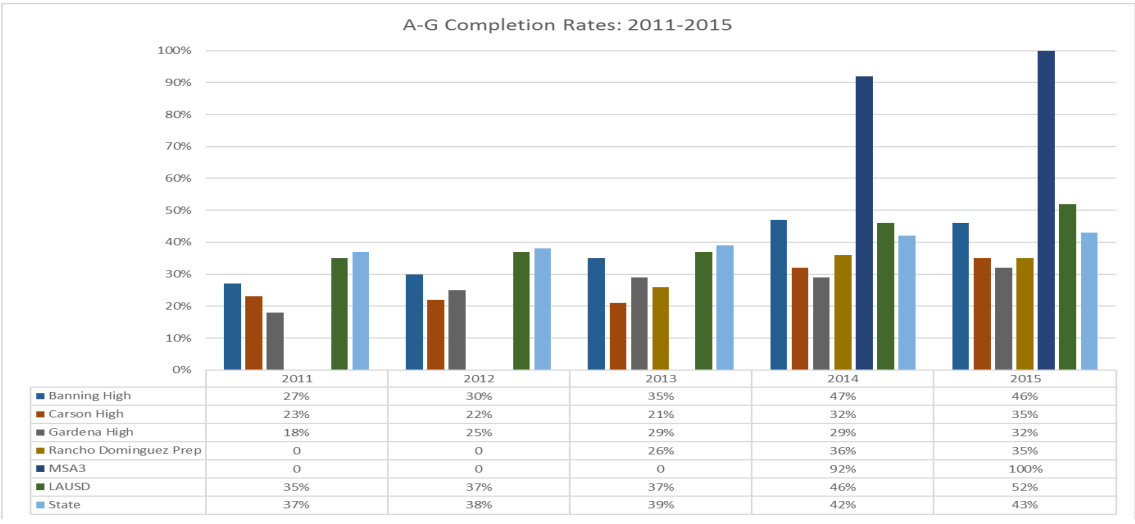


MSA-3's 2015 graduation rate of 97.9% was significantly higher than some of our comparison resident schools, and significantly higher than LAUSD's 72.2% graduation rate, as well as the State average of 82.3%. Quite simply, students have a much higher likelihood of graduating if they attend MSA-3 than many other high schools in the District.

Graduates Completing all Courses Required for UC/CSU ADMISSIONS (A-G COMPLETION RATES)

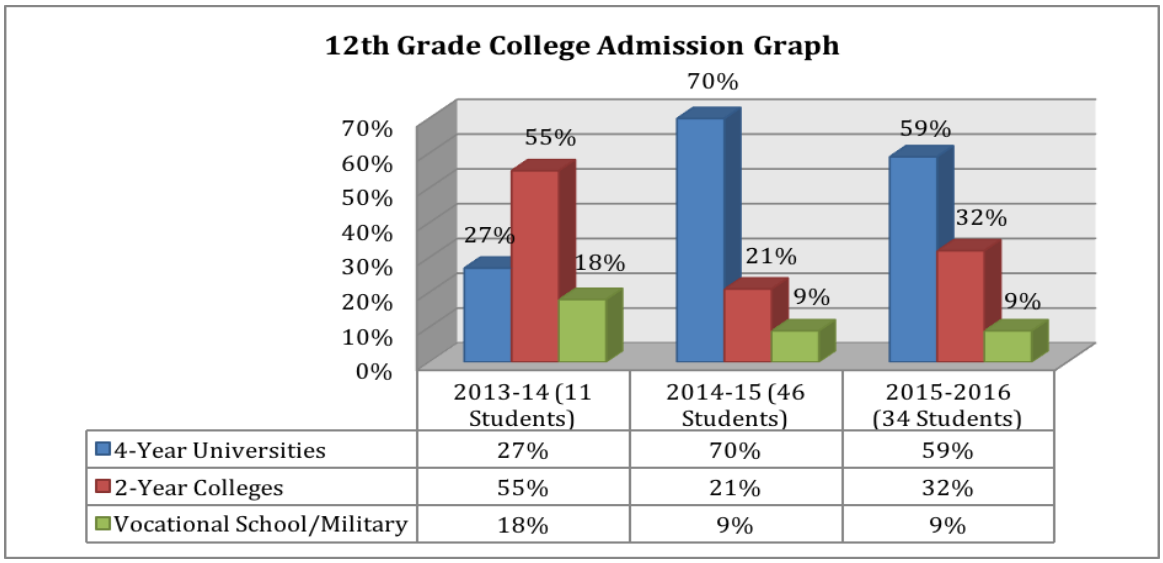
While the MSA-3 graduation rate is significant, the fact that **100%** of 2015 graduates from MSA-3 complete all A-G requirements for UC/CSU admissions is remarkable, particularly when looking at the comparison schools and LAUSD averages, which range from just 32% to a high of 52%. (Note that 2015 is the most recent year for which comparison data is available.)

This comparison has been consistent over the last five years:



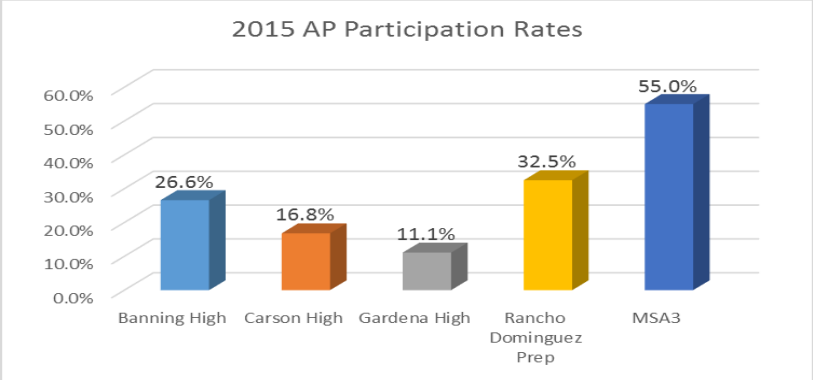
	2011	2012	2013	2014	2015
Banning High	27%	30%	35%	47%	46%
Carson High	23%	22%	21%	32%	35%
Gardena High	18%	25%	29%	29%	32%
Rancho Dominguez Prep	0	0	26%	36%	35%
MSA3	0	0	0	92%	100%
LAUSD	35%	37%	37%	46%	52%
State	37%	38%	39%	42%	43%

Notably, this translates directly into college admissions: 70% of MSA-3's 2015 graduates were admitted to four-year colleges and universities (59% in 2016), and another 21% were admitted to two-year programs.



AP Participation and Passing rates (2014-15)

Of further note**, 100%** of our 2015 graduates took at least one AP course, and 55% of these students earned a "3" or better score on at least one AP exam. This compares with far lower AP participation rates at the comparison resident schools. In 2015, across all of LAUSD, there were 138,077 students enrolled in 10th-12th grades: just 26.5% of these students took an AP exam, and while the data does not differentiate between students who took one exam versus multiple, the number of "passing" scores (3-5) on API exams taken represents 19% of the students eligible to participate – this rate is much lower when you factor in students who took several exams.



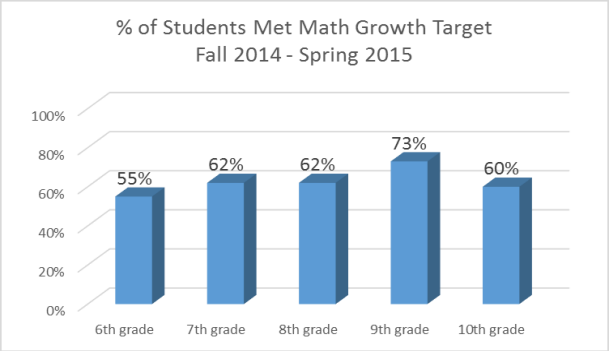
Northwest Evaluation Association (NWEA) MAPs

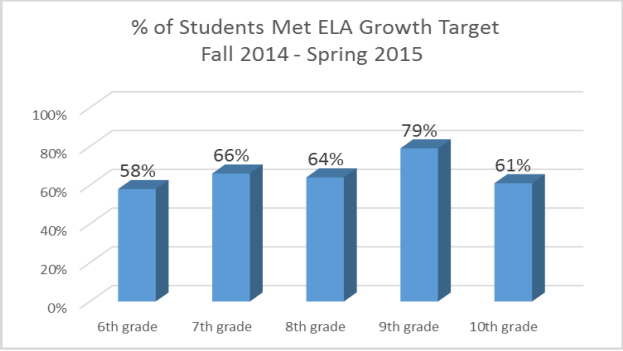
In order to better track student growth and mastery of grade-level content standards over time, MSA-3 implemented nationally normed NWEA MAPs benchmark assessments starting in 2014-15. Through these tests, each student is assigned specific growth targets by NWEA based on his/her individual status at the beginning of each year. These targets are based on national norms; NWEA reports "we generally observe that approximately 50%-60% of students nationwide meet or exceed their growth projections."[7] The charts

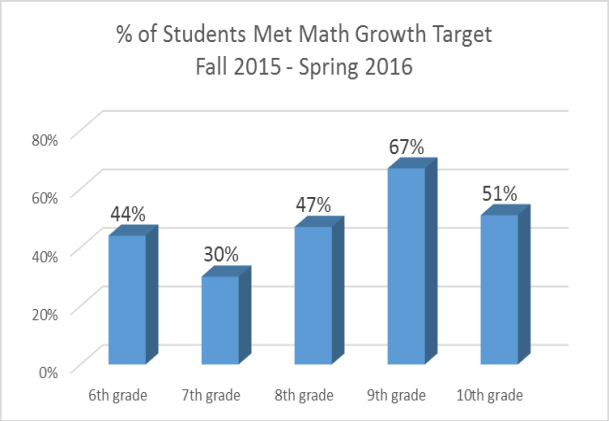
[7] See more at: https://www.nwea.org/blog/2013/interpreting-percentage-students-meeting-exceeding-growth-

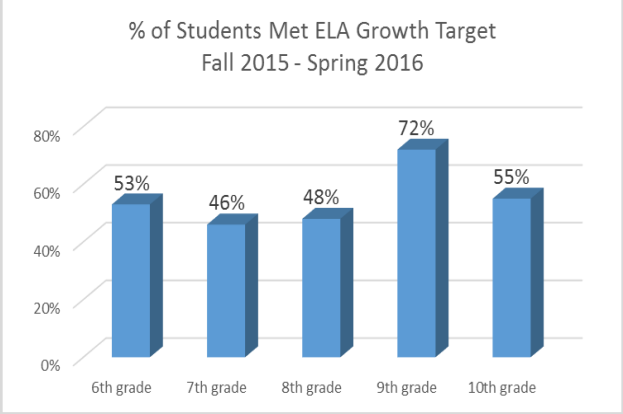
here demonstrate the percentage of students in each grade who met these annual targets in ELA and Math in 2014-15 and 2015-16.

2014-15 marked the pilot year for SBAC testing. We continued to focus on MAP testing during the SBAC pilot phase, thus our results were stronger in the MAP test. In 2015-16 we focused more on SBAC testing, consequently our students completed the MAP testing window in February which normally occurs in May, a three-month differentiation. As a result of this our MAP testing results showed a decline. In May our students completed the SBAC which was successfully shown through our data, our 2015-16 preliminary SBAC data shows an increase in both ELA and Math.







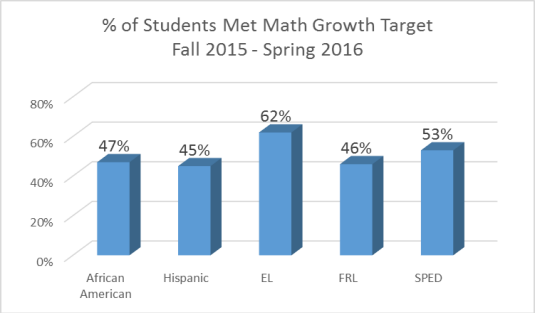


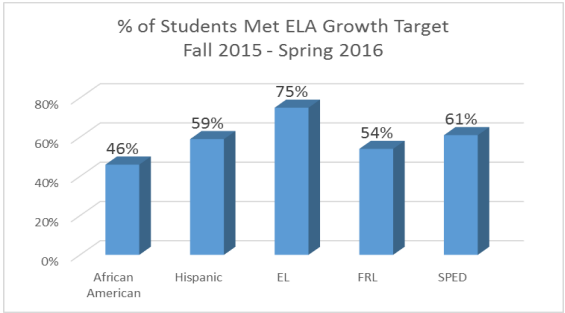
Source: internal NWEA MAPs data reports.

While there is still room for improvement, we believe these promising results will be reflected in growth on the SBAC tests each year. The demographics of the subgroups above include those which are numerically significant.

Comparing subgroup growth, we are pleased to see our EL and SpEd students especially perform so well. Again, these growth percentages are well above national averages/expectations.

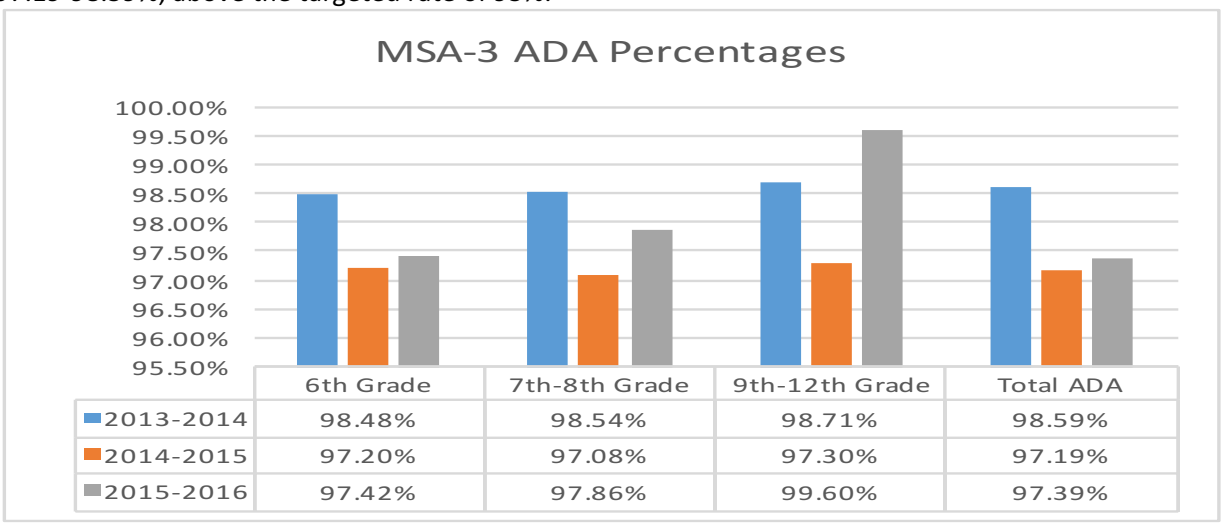
projections/#sthash.bZNzm54K.dpufnotes





Student Attendance Rate and Chronic Absenteeism

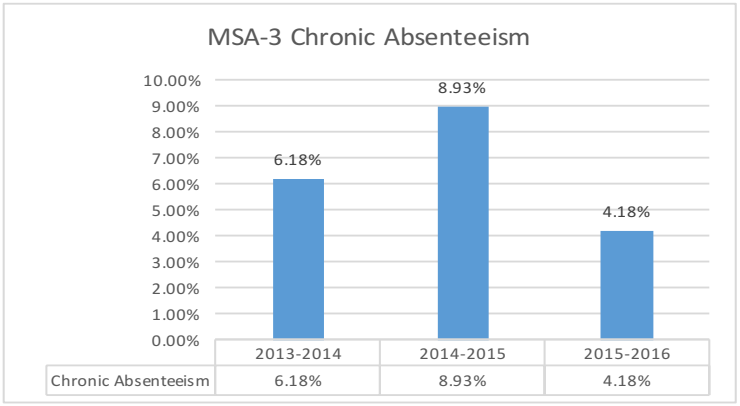
MSA-3's student attendance rates have been consistent and strong over the charter term, ranging from 97.19-98.59%, above the targeted rate of 95%.



	6th Grade	7th-8th Grade	9th-12th Grade	Total ADA
2013-2014	98.48%	98.54%	98.71%	98.59%
2014-2015	97.20%	97.08%	97.30%	97.19%
2015-2016	97.42%	97.86%	99.60%	97.39%

Chronic Absenteeism has ranged from 6.18% (2013-14), 8.93% (2014-15), and 4.18% (2015-16) students each of the last three years. As a remedy, MSA-3 believes that each student is an individual and there is a need for more than just a rule based policy. Our students come from diverse backgrounds and living conditions such as homelessness, living with relatives, and many other factors that can add to absenteeism. Our approach to reducing this issue is based on the following:

- Building a strong school culture through after school programs and safe learning environment
- Conducting Home visits and offering families information on assistance based programs
- Counseling for student if needed
- Follow Up home visits to check on student if problem continues
- Following the mandated laws regarding reporting neglect to social services



	2013-2014	2014-2015	2015-2016
Chronic Absenteeism	6.18%	8.93%	4.18%

Suspension/Expulsion Rate

MSA-3's student suspension and expulsion rates have consistently been quite low:

Year	2012-13	2013-14	2014-15	2015-16
Suspension number	8	7	5	4
Suspension rate	2.1%	1.6%	1.1%	0.09%
Expulsion number	0	0	0	0
Expulsion rate	0%	0%	0%	0%

And well below LAUSD, County and state rates:

2014-15:

Level	Census Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Los Angeles Unified Total	646,683	6,184	0.9	94	0.0
Los Angeles County Total	1,539,260	35,102	2.2	580	0.0
State Total	6,235,520	243,603	3.8	5,692	0.1

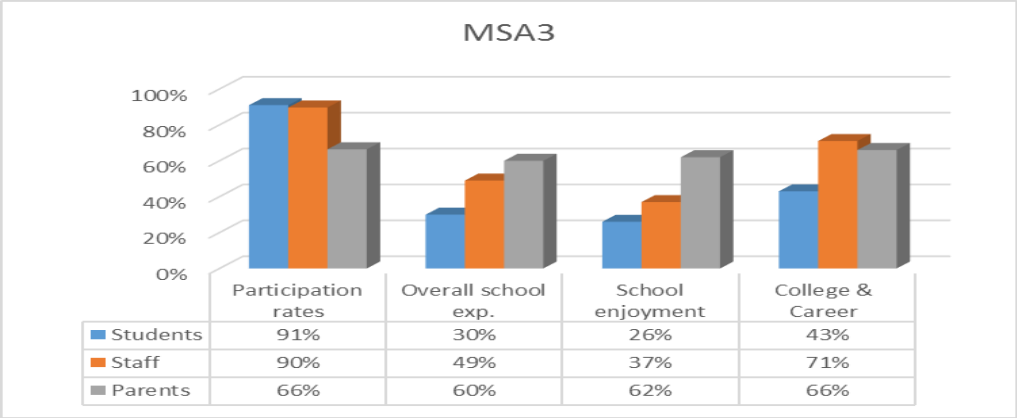
Parent Involvement

MSA-3 has a strong home-school connection. In 2015-16, MSA-3 administrators and teachers conducted 90 home visits (20%) to talk with students and their families about the school, the student's goals and progress, and family concerns.

Stakeholder Satisfaction

MSA-3 now annually surveys students, staff and parents to gauge satisfaction levels and solicit crucial feedback for our operations. In 2015-16, 91% of students, 90% of staff, and 66% of parents participated in the stakeholder satisfaction survey. These results are shared with the entire school community, including the Board.

MSA-3 annually surveys students, staff and parents to gauge satisfaction levels and solicit crucial feedback for our operations. These results are shared with the entire school community, including the Board. While we are working hard to improve student satisfaction and enjoyment at our school, the area of "School Enjoyment" section remains an area of growth as seen on the survey results below: MSA-3 will seek to foster relationships among the stakeholders that make up the MSA-3 community. The school will host culture- and relationship-building activities such as Coffee with the Principal, school assemblies, lunchtime activities, and various cultural nights as organized by the Dean of Culture. MSA-3 has also made a concerted effort to retain high-quality teachers and reduce class sizes for the benefit of its students as we have a strong belief that consistency and 1-on-1 attention is key to student achievement and their need to feel a connection to the school. There is also a push for greater implementation of Positive Behavior Intervention and Support strategies across the school to ensure consistency and recognition for students.



LAUSD Charter Schools Division Annual Review

Finally, our most recent annual Site Visit Report from the Charter Schools Division (CSD), issued Feb. 24, 2016, is predominantly 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	**2**	**3**	**2**

The report notes several highlights:

- Magnolia Public Schools (MPS) has increased its board membership since the Settlement Agreement with LAUSD executed on March 20, 2015. Prior to the Agreement, there were four board members; currently the MPS governing board is comprised of nine individuals. This number is in line with the organization's bylaws that state that there "shall be no less than (3) and no more than (11)" members.
- The 2013 Similar Schools Rank (CDE) is 8 or above; the school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data; as evidenced by internal academic performance and progress data (i.e. MAP and NWEA data), the school has shown some growth school-wide, as well as with subgroups for the 2014-2015 school year.
- MSA-3 has the following Initiatives and Innovations:
    - All English and Math classes have computer carts for students to use Chrome Books daily
    - Study Sync/Mc Graw Hill curriculum is being utilized
    - There are specialty clubs (robotics and chess)
    - STEAM Programs/Classes offered such as Digital Arts, Science Explorers, Intro to Engineering, Advanced Math, and Graphic Art and Design
    - Students at MSA 3 have the opportunity to participate in robotics competitions. Two teams from MSA3 recently participated in the challenging FIRST
    - LEGO League (FLL) robotics competition. Students participate in local and national contests and are exposed to the pleasure and excitement of working with science and technology
- The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. During the CSD visit, parents were interviewed. Based on responses from parents during the focus group session, all of

the parents are very pleased with the experiences they've had at the school and are happy with the education their children are getting at MSA-3. Additionally, parents indicated that they are instantly supported by teachers and the school administration. The parents expressed that they appreciate the home/school communications including access to COOLSIS, and online tool use to check students' grades, homework missed, attendance, etc; after school Lego/Robotics program; Saturday classes (Power Math and English; and ALEKS program); the sports program; Credit recovery Program for students behind in credits for classes; Saturday workshops for parents; and every Friday, Coffee with the Principal.

The net assets of MSA-3 have been on a positive trend since 2011/12. The 2014/15 audited actuals show positive net assets of $796,829. The variance between unaudited actuals and audited actuals primarily was due to the understatement of Intra-company receivables and overstatement of recorded cash and accounts payable. The school's audited cash and cash equivalent balance is $183,685, which is above the recommended 5% cash reserve. The school continues to report a strong fiscal position with their 2015/16 first interim report projected as positive net assets in the amount of $883,225.

Per Audit Reports

Net Assets:
i. 2014/2015 - $ 796,829
ii. 2013/2014 - $ 692,891
iii. 2012/2013 - $ 495,537
iv. 2011/2012 - $ 239,649

Net Income / (Loss):
i. 2014/2015 - $ 103,938
ii. 2013/2014 - $ 197,354
iii. 2012/2013 – $ 255,888
iv. 2011/2012 - $ 27,651

2015/2016 First Interim Report:
a. Net Assets: $ 883,225
b. Net Income: $ 369,939

As detailed extensively below, MPS has made significant steps in the past two 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

Magnolia Public Schools distinguishes itself from other schools by cultivating a fearlessness of excellence through a rigorous, high quality STEAM education for all students. We incorporate an extraordinary support program that includes home visits, extended learning, and parent and community engagement. At MPS we believe that after-school hours are an extension of the day. MPS recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically. We offer tutoring and clubs designed to support daytime instruction. Additionally, there is targeted intervention before, during, and after-school. Beyond the Monday through Friday programming, we offer Saturday programs that include academic tutoring, enrichment and parent workshops, starting the 2016-17 academic year. At MPS, learning is a yearlong commitment; we also offer winter and spring academic camps as well as summer school programs.

MPS provides a comprehensive program, featuring community engagement and collaboration of all stakeholders working together to help students reach their full potential, increase completion rates and raise STEAM graduates who will contribute meaningfully to the society. Measuring student progress two times a year through benchmark tests and providing immediate intervention through free tutoring ensures no students fall behind. Our unique College Mentorship Program and Character Education/Life Skills classes help students plan for college, stay on track and get equipped with necessary skills/credentials for a desired college major. MPS does not just stop there, but provides guidance and help through an Alumni Club. Throughout college years, of our alumni to support each other as they enroll in and complete their post-secondary degrees and enter the workforce.

Success of the School's Educational Program in Meeting the Specific Needs of Its Student Population

As detailed throughout this charter petition, MSA-3 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, graduation and A-G completion rates, external evaluations, and more demonstrate the success of MSA-3's rigorous program and efforts to create the next generation of STEAM leaders. MSA-3 students are outperforming their peers at the neighborhood schools they would likely attend. MSA-3'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 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 CEO/Superintendent, Caprice Young, Ed.D:** Dr. Young 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 CFO, Nanie Montijo:** Ms. Montijo has more than 30 years of experience in accounting and finance where 20 years is with California public school system and government fund accounting. Experience and familiarity with the California school account structures, coding and system software and programs.
- **a new Chief Operating Officer, Suat Acar:** Mr. Acar 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. Mr. Acar holds a Bachelor Degree in Economics and Masters in Educational Leadership. Mr. Acar currently seeks for his Doctoral Degree in Educational Leadership for K-12.
- a **new Chief External Officer, Alfredo Rubalcava:** Mr. Rubalcava brings a well-rounded perspective as a previous Magnolia Public Schools teacher, Athletic Director, Dean of Students and Principal. He holds a B.S. in Kinesiology with an emphasis in Physical Education from CSUN.

- Ceased hiring new employees utilizing H1B visas;
- Changed auditing firms to Vavrinik, Trine, Day & Company, a highly respected and experienced firm;
- Agreed to fiscal oversight by Fiscal Crisis & Management and Assistance Team (FCMAT) during 2015-16. The fiscal oversight is still ongoing and had not been finalized at the time of completion of this report.

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

- **a new Chief Academic Officer, Kenya Jackson:** Ms. Jackson 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 published 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.
- **a new Chief Accountability Officer, David Yilmaz:** MPS elevated our focus on compliance and accountability organization-wide through the creation of an executive level position. Mr. Yilmaz ensures MPS schools have high quality accountability plans and that the schools implement the programs described in their charter petition and comply with all applicable law and regulations. With teaching and administrative experience at MPS, administrative services credential and postgraduate degrees in engineering and school leadership, Mr. Yilmaz 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"). The State Audit resulted in 12 specific conditions for MPS to meet, largely related to internal controls and management of fiscal operations. ***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 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
8	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.	Fully Implemented

Recommendations to Los Angeles Unified School District		
Number	**Recommendation**	**Status**
9	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.	Fully Implemented
10	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.	Fully Implemented
11	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.	Fully Implemented
12	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.	Fully Implemented
13	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.	Fully Implemented
14	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.	Fully Implemented

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

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

Leadership

In October, the MPS Home Office identified concerns about MSA-3's academic achievement and staff satisfaction. As a result, we brought in a new principal with extensive experience working in communities such as MSA-3. With the addition of the new principal and the support of the home office, the school community needs were addressed, specifically in the areas of staff satisfaction and academic achievement. In collaboration with the new principal and additional home office support from the EL, Math and Curriculum Department, MSA-3 received support in the areas of: English Language Development, Math Coaching, and Instructional Coaching from the Director of Instruction and Curriculum. These changes were reflected through our 2015-16 SBAC schoolwide and subgroup growth both in ELA and Math. Additionally, the number of families who decided to enroll their children in MSA-3 increased from 440 (2015-16) to 500 (2016-17).

Academic Achievement

With new state testing measures, 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:

- Implementing annual NWEA MAPs benchmark assessments, which students take three times a year
- Addition of new STEM-focused programs such as PLTW (Project Lead The Way)
- New AP Computer Science Principles class for the 2016-17 school year
- 30% of graduating class is admitted to at least one of the UC campuses
- 59% of the graduating class received at least one 4-year college acceptance
- MSA-3 High School student won a U.S. Congressional Award
- 100% Graduation Rate

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 subgroups, 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.

We are confident these efforts will increase proficiency levels on state assessments.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-3 serves students in grades 6-12, and mainly draws enrollment from Carson, CA. The 2010 U.S. census counted 25,990 residents in Carson's 90746 zip code, with a breakdown of 64% Black, 19% Hispanic/Latino, 8% Asian, and 5% White. (2010 Census, factfinder.census.gov.) There are 4,676 people per square mile, and in the last six months, zip code 91406 experienced 198 violent crimes, 1106 property crimes, and 146 crimes per 10,000 people. (LA Times' *Mapping LA Neighborhoods*.)

In the Carson neighborhood MSA-3 serves, 13% of the population over the age of 25 doesn't have a high school degree, and 28% of families speak a language other than English at home. Foreign born residents' amount to 33% of the population, with Philippines (44%) and Mexico (39%) being the most common foreign places of birth. In the 91406 community, 32% of residents make under $50,000; 12% of families with children under 18 years old live in poverty. (factfinder.census.gov.)

Educational Interests, Backgrounds, and Challenges

Current research indicates that English language learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing subgroups 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 subgroups to improve their academic proficiency, English language learners, students with disabilities, and low income

students continue to lag behind other major subgroups, more specifically Caucasian and Asian Americans (Romo & Salas, 2003).

The disconnect between these subgroups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors 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. Our success is demonstrated below:

ALL STUDENTS have access to high quality and effective STEAM based CCSS and NGSS aligned instruction. ALL STUDENTS have also access to elective and enrichment programs to support that.

Enrollment Plan

The following shows the anticipated enrollment for the next charter term, with an average class size of 30 students per class:

Projected Grade-level Enrollment at MSA-3					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
6	87	87	87	87	87
7	98	98	98	98	98
8	91	91	91	91	91
9	50	50	50	50	50
10	47	47	47	47	47
11	42	42	42	42	42
12	34	34	34	34	34
Total	**449**	**449**	**449**	**449**	**449**

GOALS AND PHILOSOPHY

Mission and Vision

MPS provides a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) 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-3. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

MSA-3 graduates will be:	
SCHOLARS who:	▪ 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. ▪ Utilize problem-solving techniques during conflict resolution and to compromise.
INDEPENDENT SCHOLARS who:	▪ Exhibit the ability to integrate technology as an effective tool in their daily lives.

MSA-3 graduates will be:	
	▪ 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:	▪ 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 MPS 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 MPS 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.

MPS graduates also develop the social and emotional skills needed to compete in a global society. MPS 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

MPS 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 MPS, 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.

MPS' 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. MPS teachers

understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MPS 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 MPS 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. MPS students are continuously and actively involved in various community outreach endeavors. The MPS 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, MPS 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)

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 (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 annual update." (Ed. Code § 47606.5(e).)

MSA-3 will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the 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 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.	Related State Priorities: ☒ 1 ☒ 4 ☐ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Priority 1:

- Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.
- Charter School will annually review master schedule/teacher assignments to ensure compliance.
- Charter School will annually review alignment of instructional materials to standards.
- Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.
- Charter School will annually review budget and plan to ensure adequate budget for instructional materials.
- Charter School will do annual and monthly facility inspections to screen for safety hazards.
- Daily general cleaning by custodial staff will maintain campus cleanliness.

Priority 2:

- Charter School will ensure curricula and assessments are aligned to the CCSS.
- Teachers will participate in professional development on the implementation of CCSS.

Priorities 2 & 4 & 8:

- Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs.
- Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

Priority 4:

- Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.
- Charter School will offer courses that meet UC/CSU admission requirements.

- Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.
- Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- Charter School 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #4: Charter School will provide implementation of CCSS for all students.

Metric/Method for Measuring: Percentage of CCSS implementation for all students

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.

Metric/Method for Measuring: Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA on the CAASPP assessment system based on prior year data

Applicable Student Groups	Baseline 2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	43%	44%	45%	46%	50%	55%
English Learners	NA	35%	40%	45%	50%	55%
Socioecon. Disadv./Low Income Students	40%	41%	42%	45%	50%	55%
Foster Youth	NA	35%	40%	45%	50%	55%
Students with Disabilities	11%	35%	40%	45%	50%	55%
African American Students	36%	37%	40%	45%	50%	55%
American Indian/Alaska Native Students	NA	35%	40%	45%	50%	55%
Asian Students	NA	35%	40%	45%	50%	55%
Filipino Students	NA	35%	40%	45%	50%	55%
Latino Students	47%	48%	49%	51%	53%	55%
Native Hawaiian/Pacific Islander Students	NA	35%	40%	45%	50%	55%
Students of Two or More Races	54%	55%	56%	57%	58%	59%
White Students	NA	35%	40%	45%	50%	55%

Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.

Metric/Method for Measuring: Proficiency/growth targets for all students, including all numerically significant student subgroups, in math on the CAASPP assessment system based on prior year data

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	22%	35%	40%	45%	50%	55%
English Learners	NA	35%	40%	45%	50%	55%
Socioecon. Disadv./Low Income Students	20%	35%	40%	45%	50%	55%
Foster Youth	NA	35%	40%	45%	50%	55%
Students with Disabilities	7%	35%	40%	45%	50%	55%
African American Students	17%	35%	40%	45%	50%	55%
American Indian/Alaska Native Students	NA	35%	40%	45%	50%	55%
Asian Students	NA	35%	40%	45%	50%	55%
Filipino Students	NA	35%	40%	45%	50%	55%
Latino Students	25%	35%	40%	45%	50%	55%
Native Hawaiian/Pacific Islander Students	NA	35%	40%	45%	50%	55%
Students of Two or More Races	20%	35%	40%	45%	50%	55%
White Students	NA	35%	40%	45%	50%	55%

Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Metric/Method for Measuring: For all subgroups, percentage of students performing proficient on the Reading/ELA section of the MAP test

Applicable Student Groups	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	26%	35%	40%	45%	50%	55%
English Learners	0%	35%	40%	45%	50%	55%
Socioecon. Disadv./Low Income Students	21%	35%	40%	45%	50%	55%
Foster Youth	NA	35%	40%	45%	50%	55%
Students with Disabilities	5%	35%	40%	45%	50%	55%
African American Students	27%	35%	40%	45%	50%	55%
American Indian/Alaska Native Students	NA	35%	40%	45%	50%	55%
Asian Students	NA	35%	40%	45%	50%	55%
Filipino Students	NA	35%	40%	45%	50%	55%
Latino Students	24%	35%	40%	45%	50%	55%
Native Hawaiian/Pacific Islander Students	NA	35%	40%	45%	50%	55%
Students of Two or More Races	NA	35%	40%	45%	50%	55%
White Students	NA	35%	40%	45%	50%	55%

Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Metric/Method for Measuring: For all subgroups, percentage of students performing proficient on the math section of the MAP test

Applicable Student Groups	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	10%	35%	40%	45%	50%	55%
English Learners	0%	35%	40%	45%	50%	55%
Socioecon. Disadv./Low Income Students	8%	35%	40%	45%	50%	55%
Foster Youth	NA	35%	40%	45%	50%	55%
Students with Disabilities	0%	35%	40%	45%	50%	55%
African American Students	10%	35%	40%	45%	50%	55%
American Indian/Alaska Native Students	NA	35%	40%	45%	50%	55%
Asian Students	NA	35%	40%	45%	50%	55%
Filipino Students	NA	35%	40%	45%	50%	55%
Latino Students	10%	35%	40%	45%	50%	55%
Native Hawaiian/Pacific Islander Students	NA	35%	40%	45%	50%	55%
Students of Two or More Races	NA	35%	40%	45%	50%	55%
White Students	NA	35%	40%	45%	50%	55%

Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements

Applicable Student Groups	Baseline 2014-15	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.
Metric/Method for Measuring: Percentage of ELs making annual progress in learning English as measured by the CELDT and/or ELPAC

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	44%	55%	60%	65%	70%	75%

Outcome #11: EL students will be reclassified annually.

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

Applicable Student Groups	Baseline 2015-16	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	51%	Maintain	Maintain	Maintain	Maintain	Maintain

Outcome #12: 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	29.4%	32%	34%	36%	38%	40%

Outcome #13: 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #14: 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	11%	20%	25%	30%	35%	40%

Outcome #15: Students in grade 11 will participate in the EAP assessment.

Metric/Method for Measuring: Percentage of students in grade 11 who will participate in the EAP assessment.

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	95%	100%	100%	100%	100%	100%

Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.

Metric/Method for Measuring: Percentage of students who will demonstrate college preparedness on the EAP assessment out of all students who participate in the EAP assessment

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	22%	30%	35%	40%	45%	50%

Outcome #17: Students enrolled in the Charter School 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 enrolled at the Charter School who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives

Applicable Student Groups	Baseline 2015-16	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	78%	≥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:

- Charter School 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.
- Charter School 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 subgroups.
- Charter School will offer an "Advanced Math" class or club to students in grades 6-8.
- Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.
- Charter School will offer Computer/Technology classes and/or blended learning experience for our students.

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club

Metric/Method for Measuring: Percentage of students enrolled in the Charter School's grades 6-8 who will be taking the "Advanced Math" class or club

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	5.2%	≥5%	≥5%	≥5%	≥5%	≥5%

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90%	100%	100%	100%	100%	100%

Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.

Metric/Method for Measuring: Percentage of all students enrolled in the Charter School who will create or demonstrate a STEAM focused project, experiment, model or demo

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80%	80%	85%	90%	95%	100%

Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.

Metric/Method for Measuring: Percentage of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 who will demonstrate proficiency as measured by teacher created assessments and passing course grade

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80%	≥80%	≥80%	≥80%	≥80%	≥80%

Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.

Metric/Method for Measuring: Percentage of all students enrolled in the Charter Computer/Technology classes who will demonstrate proficiency as measured by teacher created assessments and passing course grade

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80%	100%	100%	100%	100%	100%

GOAL #3

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 3:

- Charter School will have parents on its School Site Council (SSC) and hold quarterly SSC meetings.
- Charter School will have an English Learner Advisory Committee (ELAC) and hold quarterly ELAC meetings.
- Charter School will have a Parent Task Force (PTF) and hold quarterly PTF meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.
- Charter School will communicate with the parents of academically low-achieving students.
- Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

Priority 5:

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.
- Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.

Priority 6:

- Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.
- Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School staff will acknowledge and encourage positive student behavior and improvements.
- Charter School will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	4	≥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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	4	≥4	≥4	≥4	≥4	≥4

Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.

Metric/Method for Measuring: Number of parent activities/events per year

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	5	≥5	≥5	≥5	≥5	≥5

Outcome #5: Teachers will update SIS records daily/weekly.

Metric/Method for Measuring: SIS records

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly

Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.

Metric/Method for Measuring: Number of progress reports/cards sent to parents per year

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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 Charter School's students who will be home-visited by the teachers

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	25%	≥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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	97%	≥97%	≥97%	≥97%	≥97%	≥97%

Outcome #9: Charter School will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: Chronic absenteeism rate

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	3%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #10: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle school dropout rate

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	≤1%	≤1%	≤1%	≤1%	≤1%

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	≤1%	≤1%	≤1%	≤1%	≤1%

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	98%	100%	100%	100%	100%	100%

Outcome #13: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student suspension rate

Applicable Student Groups	Baseline 2014-15	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	1.1%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #14: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student expulsion rate

Applicable Student Groups	Baseline 2014-15	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.

Metric/Method for Measuring: Student, parent, and staff participation rates in the school experience survey

Applicable Student Groups	Baseline 2015-16	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Students: 91% Parents: 66% Staff: 90%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%

Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.

Metric/Method for Measuring: Student, parent, and staff approval ratings in the school experience survey

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Students: 30% Parents: 60% Staff: 49%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%	≥80% ≥80% ≥80%

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

In addition to the Student Learning Outcomes detailed above, MSA-3 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	▪ 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.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.

Skills	Learning Objectives	Assessment Tools
	▪ Be able to assume leadership in group tasks.	▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	▪ 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.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ 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	▪ Set positive academic and non-academic goals. ▪ 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.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ 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	▪ 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.	▪ 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	▪ 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.	▪ 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	▪ 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.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.

Skills	Learning Objectives	Assessment Tools
		▪ 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. MPS 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)
▪ STEAM Focus ▪ Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning) ▪ Effectively Integrating Technology into Teaching and Learning ▪ Public Display of Excellence ▪ Life-long Learning	▪ Data-driven Instruction to Ensure College Readiness ▪ Periodic Benchmark Tests ▪ After-school Tutoring ▪ College Mentorship Program ▪ College Tracking Program ▪ Portfolio Module with Learning Targets ▪ AP Courses ▪ Honors ▪ Individualized scheduling	▪ Community Service and Volunteerism ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Home Visits ▪ Students achieve self-actualization ▪ Business and Industry Partnerships ▪ Higher Education Collaboration ▪ Internships/externships

Instructional Design Components: Excellence (Scientific Thinkers)

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, MPS 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 MPS, 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

MPS 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. MPS 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,[8] 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 MPS, 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

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

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

MPS 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)

Data-Driven Instruction
MPS 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
MPS uses Northwest Evaluation Association (NWEA)'s computer-adapted tests, called Measures of Academic Progress ("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
MPS 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 after school program structure

Students in need of 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

MPS upholds the belief that college is attainable through academic success and persistence. The MPS 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, MPS 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)

MPS 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-3 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.

Field Trips and Guest Speakers for Motivation

Field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. 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, 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 field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students find new role models. While most 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, MPS 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.

MPS 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

MATHEMATICS PLACEMENT

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

All curricula at MSA-3 is based on the California state standards, including but not limited to the Common Core State Standards (CCSS), 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-3 offers all students one period of Life Skills per week.

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 MPS 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.

MPS offers an integrated math pathway of courses, aligned with new CCSS Math standards and "best practices" in math learning and instruction.[9] 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 California Assessment of Student Performance and Progress ("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

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. Please see attached "Mathematics Placement Policy" for details.

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	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-

[9] 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 Precalculus courses replace Integrated Math I, II, III, and IV courses.

using expressions and equations; and (4) developing understanding of statistical thinking.	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 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th 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 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th 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.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle 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.

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

Science

The school curriculum is based on the state framework and state standards following Next Generation Science Standards (NGSS). Students at MSA-3 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-3 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)
The major units of study for all grade six middle school students are: ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life ▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy 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	The major units of study for all grade seven middle school students are: ▪ Unit 1: Motion and Energy ▪ Unit 2: Interactions of Matter ▪ Unit 3: Understanding the Universe ▪ Unit 4: Earth and Geological Changes ▪ Unit 5: Exploring Ecology ▪ Unit 6: Heredity and Human Body Systems This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn

of the curriculum.	about engineering design, technology, and applications of science as part of the curriculum.
INTEGRATED SCIENCE 8 (Core, Non-college preparatory)	
The major units of study for all grade eight middle school students are: ▪ 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 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.	

Students at MSA-3 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, MPS 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, MPS 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.

MPS 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 English Language Learning students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the school curriculum. Teachers emphasize close reading and informational text.

Writing serves as an important vehicle for learning, and MSA-3 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	In seventh grade, the English language arts CCSS

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.	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)	
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.	

Sustained Silent Reading (SSR) Program

In grades 6 through 8, all students participate in Sustained Silent Reading (SSR) for 35 minutes a day, every day.

SUSTAINED SILENT READING (SSR) PROGRAM
SUSTAINED SILENT READING (SSR) PROGRAM (Non-core, Non-college preparatory)
MSA-3 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.

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-3 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,[10] 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.

<table>
<tr><th colspan="2">HISTORY/SOCIAL SCIENCE</th></tr>
<tr><td>HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)</td><td>HISTORY/SOCIAL SCIENCE 7 (Core, College preparatory)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td colspan="2">HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory)</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

[10] Source: http://www.ncss.or/positions/powerful

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

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 (6th 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 (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th 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 (6th 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 (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8th 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)
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.

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

PHYSICAL EDUCATION
PHYSICAL EDUCATION (Non-core, Non-college preparatory)
Courses offered in the 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. The 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 Physical Education Model Content Standards for California Public Schools.

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)
MSA-3 uses the "Second Step" program in middle 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. This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle grade students attends Life Skills one period per week. Life Skills themes are integrated into broader school 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-3 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)
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. In conjunction with the Computer Technology instruction, MSA--3 implements a Computer Science curriculum, which complies with Computer Science Teachers Association (CSTA)'s 'Standards for K-12 Computer Science Education.' These standards constitute a framework with three levels: Recommended Grade Level ▪ K-5 ▪ 6-8 Level 2 - Computer Science and Community ▪ 9-12 Level 3 - Computer Science in the Modern World Concepts and Practices Topics in Computer Science *Level 2 (Grades 6–9) Computer Science and Community:* 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. *Level 3 (Grades 8–12) Applying concepts and creating real world solutions:* 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. MSA 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. 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 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 California Assessment of Student Performance and Progress ("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 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.3 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 BC** (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 these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	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 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	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

design, technology, and applications of science as part of the curriculum.	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)
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.	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.
AP PHYSICS B A/B (Core, College preparatory)	**AP BIOLOGY A/B** (Core, College preparatory)
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.	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.
AP CHEMISTRY A/B (Core, College preparatory)	
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.	

English Language Arts

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

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>ENGLISH 9 A/B (Core, College preparatory)</td><td>ENGLISH 10 A/B (Core, College preparatory)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td colspan="2">ENGLISH HONORS 9 A/B (Core, College Preparatory)</td></tr>
<tr><td colspan="2">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.

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.</td></tr>
<tr><td>ENGLISH 11 A/B (Core, College preparatory)</td><td>ENGLISH 12 A/B (Core, College preparatory)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td>AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory)</td><td>AP ENGLISH LITERATURE AND COMPOSITION A/B (Core, College preparatory)</td></tr>
<tr><td>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.</td><td>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).</td></tr>
<tr><td colspan="2">ENGLISH LANGUAGE DEVELOPMENT A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

the customs/cultures of people in the U.S.

JOURNALISM A/B (Non-core, Non-College preparatory)	**SPEECH A/B** (Non-Core, Non-College preparatory)
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.	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.

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	AP World History course is designed for students

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.	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)
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.	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.

ECONOMICS (Core, College preparatory)	**PSYCHOLOGY A/B** (Core, College preparatory)
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.	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.
ANTHROPOLOGY A/B (Core, College preparatory)	**WORLD CULTURES A/B** (Non-Core, College preparatory)
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.	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 culture's 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.
AP HUMAN GEOGRAPHY A/B (Non-core, College preparatory)	**AP PSYCHOLOGY A/B** (Core, College preparatory)
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the 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)	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While 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.

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	
SPANISH 1-2-3 A/B (Non-Core, College preparatory)	**AP SPANISH LANGUAGE AND CULTURE A/B** (Non-Core, College preparatory)
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.	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.
AP SPANISH LITERATURE AND CULTURE A/B (Non-Core, College preparatory)	**WORLD LANGUAGE 1-2-3 A/B** (1 and 2 Core, College preparatory, 3 Non-Core, College preparatory)
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,	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

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 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).	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, 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.

<table>
<tr><th>ROBOTICS A/B (Non-core, Non-college preparatory)</th><th>AP COMPUTER SCIENCE A A/B (Non-core, College preparatory)</th></tr>
<tr><td>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 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:

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

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.

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.

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.</td><td>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.</td></tr>
<tr><th colspan="2">AP COMPUTER SCIENCE PRINCIPLES A/B (Non-core, College preparatory)</th></tr>
<tr><td colspan="2">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.</td></tr>
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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.

<table>
<tr><th colspan="2">VISUAL & PERFORMING ARTS ELECTIVES</th></tr>
<tr><td colspan="2">AP ART A/B (Non-Core, College preparatory)</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td>MUSIC APPRECIATION A/B (Non-Core, Non-College preparatory)</td><td>DIGITAL ART A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td>PHOTOGRAPHY A/B (Non-Core, Non-College preparatory)</td><td>THEATRE/PLAY PRODUCTION A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td colspan="2">HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Non-Core, Non-College preparatory)</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

Physical Education

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

PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)	**PHYSICAL EDUCATION II A/B** (Non-core, Non-college preparatory)
This course is the first year of the high school physical education sequence. It includes the	This course is the second year of the high school foundation courses, it expands the content of

required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.	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.

Advisory

In grades 9 through 12, students participate in an Advisory program for 30 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 (DCI) 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 MPS all students learn about engineering design, technology, and applications of science as part of their core classes.

MSA-3 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.

<u>The Course Overview of Robotics Course from UC's A-G Management Portal</u>

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 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 (STEM) 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.

The Course Overview of AP Computer Science A Course 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.

The Course Overview of AP Computer Science Principles Course 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 3's Middle School Courses that Promote Engineering of STEAM

The Course Description of Computer Literacy course from our Student Information System

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 Public Schools 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.

INTERVENTION AND ENRICHMENT PROGRAMS

Please see the section below on Students with Special Needs, as well as the enrichment electives detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-3 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

MSA3 Middle School Courses for 2016-17

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 Languages-Turkish	7th
Foreign Languages-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 6	6th
History-Social Science 7	7th
History-Social Science 8	8th
Life Skills	6th
Life Skills	7th
Life Skills	8th
Physical Education	6th
Physical Education	7th
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

MSA3 High School Courses for 2016-17

Advisory	9th, 10th
American Government	12th
AP Calculus AB	11th, 12th
AP Calculus BC	12th
AP Computer Science A	9th - 12th
AP English Language & Composition	12th
AP English Literature & Composition	11th
AP Spanish Language & Culture	11th
AP Spanish Literature & Culture	12th
AP Statistics	12th
AP Studio Art: 2-D Design	11th, 12th
AP United States Government & Politics	12th
AP United States History	11th
AP World History	10th
Architecture and Design	11th, 12th
Biology	9th, 10th
Chemistry	10th, 11th
Conceptual Physics	9th
Consumer Math	12th
Desktop Publishing	11th, 12th
Digital Arts	11th, 12th
English 10	10th
English 11	11th
English 12	12th
English 9	9th
English 9 (Honors)	9th
Fundamentals of Art	11th, 12th
Integrated Math I - Common Core	9th
Integrated Math II - Common Core	10th
Integrated Math III - Common Core	11th
Integrated Math IV - Common Core	11th, 12th
Marine Biology	11th, 12th
Physical Education I - HS	9th
Physical Education II - HS	10th
Physics	11th, 12th
Physics (Honors)	11th
Psychology	11th, 12th
Robotics	11th, 12th
Service	11th, 12th
Spanish 1	9th
Spanish 2	10th
Spanish 3	11th
Study Hour	11th, 12th
United States History	11th
Weightlifting	11th, 12th
World History	10th

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-3 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 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 California Common Core State Standards (CA CCSS) (www.corestandards.org) and Next Generation Science Standards (NGSS). 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 CA CCSS standards and designing lesson plans that ensure alignment to the CA CCSS.

How The Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology

At MSA-3, 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-3. 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 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, school information system.

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-3 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-3 encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using CoolSIS and providing computer access to all parents. MSA-3 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 school. MSA-3'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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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.

MSA-3 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.

MSA-3 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 and do not succeed, the following supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- 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)

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.

MSA-3 is accredited by Western Association of Schools and Colleges (WASC) through June 2019. Currently, the school contributes members to participate on visiting committees. MSA-3 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-3 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.

ACADEMIC CALENDAR AND SCHEDULES

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.

ACADEMIC CALENDAR

MPS announces its annual calendar before the beginning of each instructional year. Following is a detailed calendar for 2016-17, followed by a more summary draft instructional calendar for the 2017-18 school year.

MSA-3 Academic Calendar 2016-17

Magnolia Science Academy-3 Carson
11254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-933-4767
msa3.magnoliascience.org

July 2016				
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

August 2016				
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		

September 2016				
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

October 2016				
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
31				

November 2016				
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		

December 2016				
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

January 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			

February 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			

March 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	31

April 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

May 2017				
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		

June 2017				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16

LEGEND	
	STUDENTS RETURN
	NO SCHOOL DAY
	REGULAR DAY
	SHORT DAY
	MINIMUM DAY

MPS Administrative Team Training	Monday, Aug-01
Teacher In-Service	Aug 3-Aug 12
l Orientation for New Students & Families	Saturday, Aug-06
hool Orientation for All Students & Families	Saturday, Aug-13
1st Day of School	Tuesday, Aug-16
Back to School Night (4pm-6pm)	Thursday, Sep-01
Labor Day - No School	**Monday, Sep-05**
LAUSD Oversight Visit	Thursday, Sep-22
Progress Report-1	Friday, Sep-23
Staff PD-No School	**Friday, Sep-23**
Teacher Conferences Day-1 (2pm - 4pm)	Tuesday, Oct-04
Teacher Conferences Day-2 (2pm - 4pm)	Wednesday, Oct-05
Teacher Conferences Day-3 (2pm - 4pm)	Thursday, Oct-06
Staff PD-No School	**Friday, Oct-21**
Progress Report-2	Friday, Nov-04
Veterans Day - No School	**Friday, Nov-11**
Staff PD / Minimum Day	Friday, Nov-18
Thanksgiving Break - No School	**Nov 21 - Nov 25**
Final Exams - Minimum Days	Dec 14-Dec 15
GRADES DUE- 1st Semester Ends	Thursday, Dec-15
Report Card #1	Monday, Dec-19
Winter Break - No School	**Dec 19- Jan 6**
FirstDay of 2nd Semester	Monday, Jan-09
Civil Rights Day / MLK Day-No School	**Monday, Jan-16**
Staff PD / Minimum Day	Friday, Feb-10
Presidents Day-No School	**Monday, Feb-20**
Progress Report-3	Friday, Feb-24
Staff PD-No School	**Friday, Mar-10**
Teacher Conferences Day-2 (1pm - 4pm)	Wednesday, Mar-29
her Conferences Day-2 (Minimum Day)	Thursday, Mar-30
Progress Report-4	Thursday, Mar-30
Cesar Chavez Day-No School	**Friday, Mar-31**
Staff PD / Minimum Day	Friday, Apr-07
Spring Break-No School	**Apr 10- Apr 14**
Memorial Day - No School	**Monday, May-29**
Final Exams - Minimum Days	Jun 5- Jun 8
Staff Wrap Up Meetings	Jun 6- Jun 9
GRADES DUE- 2nd Semester Ends	Thursday, Jun-08
Report Card #2	Monday, Jun-12
8th Grade Promotion Ceremony	**Monday, Jun-12**
12th Grade Graduation Ceremony	**Monday, Jun-12**

CAASPP Testing	
CAASPP Testing	May 16- 26

MAP Test Dates	
MAP Test 1	Sep-16
MAP Test 2	May-June 2017

GO MSA-

GO VIPERS!!!

7/30/16

	2017-18 Draft Calendar
7/26-28	Administrative Team Training
8/1-11	Summer In-service for Teachers
8/12	Student/Parent Orientation
8/15	First Day of School
9/4	Labor Day – No School
11/10	Veterans Day – No School
11/20-24	Thanksgiving Break – No School
12/15	End of First Semester
12/18-1/5	Winter Break
1/8	First Day of Second Semester
1/15	ML King Day – No School
2/19	Presidents' Day – No School
3/30	Cesar Chavez Day – No School
4/9-13	Spring Break
5/28	Memorial Day
6/15	Last Day of School

SAMPLE DAILY SCHEDULES

Students attend school from 8:15 a.m. – 3:10 p.m. each day, with early release at 2:15 p.m. on Thursday.

MSA-3 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 8:15-9:07	Physical Education	Integrated Science 7	Math 8	52
Period 2 9:11-10:05	Math 6	Math 7	Physical Education	54
Period 3 10:10-11:05	English Language Arts 6	Physical Education	History-Social Science 8	55
Nutrition 11:05-11:15				0
Period 4 11:20-12:15	Computer	History-Social Science 7	Integrated Science 8	55

Period 5 12:20-1:15	History-Social Science 6	Spanish	English Language Arts 8	55
Lunch 1:15-1:45				0
Period 6 1:45-2:20	SSR	SSR	SSR	35
Period 7 2:20-3:10	Integrated Science 6	English Language Arts 7	Fundamentals of Art	50
Total Instructional Minutes (with passing periods):			386	

MSA-3 Middle School Sample Schedules
Early Dismissal Day (Thursday)

	Grade 6 (32.5 Credits)	Grade 7 (32.5 Credits)	Grade 8 (32.5 Credits)	Instructional Minutes
Period 1 8:15-9:03	Physical Education	Integrated Science 7	Math 8	48
Period 2 9:07-9:47	Math 6	Math 7	Physical Education	40
Period 3 9:51-10:35	English Language Arts 6	Physical Education	History-Social Science 8	44
Nutrition 10:35-10:45				0
Period 4 10:49-11:33	Computer	History-Social Science 7	Integrated Science 8	44
Period 5 11:37-12:22	History-Social Science 6	Spanish	English Language Arts 8	45
Lunch 12:22-12:52				0
Period 6 12:56-1:26	SSR	SSR	SSR	30
Period 7 1:30-2:15	Integrated Science	English Language Arts 7	Fundamentals of Art	45
Total Instructional Minutes (with passing periods):			320	

MSA-3 High School Sample Schedules
Regular Day (Monday-Wednesday, Friday)

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade12 (25.5 Credits)	Instructional Minutes
Period 1 8:15-9:07	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 9:11-10:05	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)	54
Period 3 10:10-11:05	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
Nutrition 11:05-11:15					0

Period 4 11:20-12:15	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
Period 5 12:20-1:15	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 6 1:15-1:45	Advisory	Advisory	Advisory	Advisory	30
Lunch 1:45-2:20					0
Period 7 2:20-3:10	Physical Education 1 (HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A-G & HS Grad Reqts)	Journalism (HS Grad Reqts)	50
Total Instructional Minutes (with passing periods):			381		

MSA-3 High School Sample Schedule
Early Dismissal Day (Thursday)

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade12 (25 Credits)	Instructional Minutes
Period 1 8:15-9:03	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)	48
Period 2 9:07-9:47	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)	40
Period 3 9:51-10:35	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)	44
Nutrition 10:35-10:45					0
Period 4 10:49-11:33	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)	44
Period 5 11:37-12:22	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)	45
Period 6 12:22-12:52	Advisory	Advisory	Advisory	Advisory	30
Lunch 12:56-1:26					0
Period 7 1:30-2:15	Physical Education 1 (HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A-G & HS Grad Reqts)	Journalism (HS Grad Reqts)	45
Total Instructional Minutes (with passing periods):			320		

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	130	386	50	320	0	0	0	0	180	54000	66180	12180
7	Yes	130	386	50	320	0	0	0	0	180	54000	66180	12180
8	Yes	130	386	50	320	0	0	0	0	180	54000	66180	12180
9	Yes	130	381	50	320	0	0	0	0	180	64800	65530	730
10	Yes	130	381	50	320	0	0	0	0	180	64800	65530	730
11	Yes	130	381	50	320	0	0	0	0	180	64800	65530	730
12	Yes	130	381	50	320	0	0	0	0	180	64800	65530	730

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 MPS. 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 MPS' 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 MPS 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 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 MPS organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-3 provides all staff with multiple opportunities to grow professionally. MSA-3 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, MPS determines common staff development days, and tailors staff development to individual staff needs.

Professional Learning Communities (PLCs)

MSA-3 is organized into Professional Learning Communities (PLCs) 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-3, 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-3'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 MAPs, CAASSPs, 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:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- 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-3 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-3 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the 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-3 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-3'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 District/County and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-3 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.

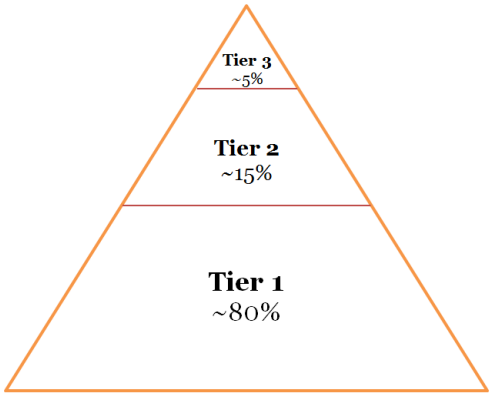
MEETING THE NEEDS OF ALL STUDENTS

MSA-3 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-3 utilizes a Response to Intervention (RTI) tiered approach to student intervention and support. MSA-3 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 school are frequently followed by home visits.

The Dedicated Time Intervention Model that is written into the schedule for the MSA-3 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:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- 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. progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MPS schools 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:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory (see Course Description on pg. 51)

Students receiving Tier2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who continue to show too little progress are moved into Tier 3. While students who have shown significant progress are cycled 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:

- All Tier 2 interventions
- 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.
- 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.
- 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 PBIS.
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- 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

MPS 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- MPS supports its exceptional populations by utilizing multiple methods of providing special education services. MPS 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 MPS 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

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, re-classification 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.

Magnolia Public Schools (MPS) 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 hope to accomplish this by facilitating 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 Public Schools also promotes an equitable educational experience for our English Learners 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.

MPS implements a consortium-wide EL Master Plan.

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 English learners and teachers of English learners in all consortium schools. The EL Coordinator supports implementation of the CMO'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 CMO's 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
Teachers providing specialized academic instruction for EL students at MSA-3 will hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners as required by law. In addition to ongoing professional development activities, MSA-3 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-3 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 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-3 staff continues to revisit for

professional development. MSA-3 also schedules PD to cover introduction to new ELD standards, development of units of study in ELD and corresponding assessments, implementation of common core ELA/ELD and math standards, SDAIE/CHATS/SIOP/GLAD strategies to support ELs, and 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

Process for Identifying ELs

1-Identification: After a student enrolls at MSA 3, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents will receive an explanation regarding its purpose, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. The student's cumulative file and CALPADS records will also be checked for information about the student's English language proficiency status.

2-Assessment: Students from homes where the primary language is not English (as determined by the HLS and other data) will take the California English Language Development Test (CELDT[1]; within thirty[2] days of enrollment and at least annually thereafter until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as fluent English proficient. Beginning in 2017, the CELDT will be replaced with the English Language Proficiency for California (ELPAC). The CELDT/ELPAC, (along with scores on the Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluations, and English Language Arts grades) will be used for the annual assessment of each student's English Language Development (ELD) level. Students are also evaluated through the fall MAP test to determine their level of proficiency in English.

3-Parent Notification: The School will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent's primary language (whenever possible and practical; all notifications are provided in Spanish). Within the first month of the school year (or within thirty days of the student's enrollment), the School will notify the parents of its responsibility for CELDT testing, student's prior CELDT results if available, EL identification, program placement options, student's academic achievement level, and reclassification information. The CELDT shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student's CELDT results within thirty days of receiving the results

[1] The CDE is in the process of replacing the CELDT with the ELPAC. Until ELPAC is ready for operational administration, the CDE will continue to administer the CELDT for federal accountability under Title III, and also to meet state law. This policy will be updated as ELPAC becomes operational.

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

from the publisher. During the first quarter, in schools with more than 21 English Learners, parents of ELs will be invited to attend a meeting to discuss parent rights, program placement, the reclassification process, the school's responsibilities, and available resources. School staff will also be available to answer parent questions and address parent concerns.

4-Placement: The CELDT/ELPAC will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results, the school administration, teachers, EL Coordinator, and the Response to Intervention (RTI) coordinator, will determine the most appropriate placement and support strategies for the student, and inform parents (in writing) of their child's placement (the parent notification letter). Using teacher feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that will include recommended student placement and support strategies. This portfolio will be regularly reviewed and adjusted when necessary to best fit the individual student's needs.

Based on these multiple measures, students will be classified as either Fluent in English or English Learner. A fluent English proficient (FEP) student is not eligible for English learner services. These students will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent notification, English Learners (EL) will be placed in the following EL programs:

CELDT/ELPAC Level 1 or 2 →	Structured English Immersion (SEI) Program
CELDT/ELPAC Level 3, 4, or 5 →	English Language Mainstream (ELM) Program

Educational Program for English Language Acquisition

The following charts summarize the EL programs offered at MPS:
Grades: 6-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners CELDT Level 1 (Beginning) CELDT Level 2 (Early Intermediate)	• **Designated/Explicit ELD:** Students in SEI will receive at least one full class period of daily designated ELD instruction aligned to the CA ELD standards and framework, using a designated ELD curriculum (McGraw Hill's Study Sync), and supplementary materials. *Whenever possible, designated ELD will replace grade-level core English Language Arts/English for Newcomers enrolled for less than 2 years in U.S. schools.** Additionally, designated ELD is provided in the ELA class (if applicable). *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year. • **Integrated ELD:** Students in SEI will receive daily integrated ELD instruction (based on the CA ELD standards and framework) provided

		throughout the day in all core content areas. • **Access to Core:** Students in SEI will receive scaffolded and differentiated instruction in core subjects, delivered using a variety of strategies that include SDAIE, SIOP, GLAD, and the CHATS framework, as well as supplemental materials. • **Electives:** Mixed groups of EL, FEP, and E/O students • **Primary Language Support:** When available, used to motivate, clarify, direct, support, or explain
English Language Mainstream (ELM) Program	English Learners CELDT Level 3 (Intermediate) CELDT Level 4 (Early Advanced) CELDT Level 5 (Advanced)	• **Designated ELD:** Students in ELM will receive daily designated ELD instruction (based on the CA ELD standards and framework) in their English Language Arts class. Appropriate time for designated instruction will be pre-determined by the ELA teacher and site-level EL Coordinator. • **Integrated ELD:** Students in ELM will receive daily integrated ELD instruction (based on the CA ELD standards and framework) provided throughout the day in all core content areas. • **Access to Core:** Students in ELM will receive scaffolded and differentiated instruction in core subjects, delivered using a variety of strategies that include SDAIE, SIOP, GLAD, and the CHATS framework, as well as supplemental materials. • **Electives:** Mixed groups of EL, FEP, and E/O students • **Primary Language Support:** Very minimal, only when needed and when available

Structured English Immersion (SEI) Program:
This program is designed to ensure acquisition of the English language, as well as provide students with additional support so that they can readily access core content, particularly in the English language arts class. SEI is designed to ensure that ELs develop English proficiency as quickly as possible, and provides students with a low-stress environment where they can practice their developing language skills.

English Language Mainstream (ELM) Program:
The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

Both of the aforementioned programs highlight and emphasize rich learning opportunities for English Learners. All EL students will have opportunities to enhance their learning in the classroom and

before/after school. Some examples of these opportunities are:

- Cooperative and collaborative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- An emphasis on academic vocabulary and academic dialogue in all subjects
- Frequent, authentic, and engaging reading and writing assignments in all classes that give students opportunities to practice reading, writing, and editing in English
- Access to, and frequent use, of innovative programs and technology to facilitate access to core content
- After-school programs and tutoring

Alternative Program (ALT): If available, students with an approved Parental Exception Waiver are taught in an alternative program, which means they are taught core subjects in their primary language. They also receive instruction in ELD in English. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

  - Magnolia Public Schools offer a transitional bilingual education program once 20 parental exception waivers have been received in a single grade level. This program provides EL students with access to the core content in their primary language, as well as providing support in English language acquisition. This program aims to transition students to English instruction within a year.

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 CELDT/ELPAC. Additionally, teachers of ELs assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

If students are not making sufficient academic progress as indicated through CELDT/ELPAC data, we work together as a team to create action plans and modify our EL program as needed (see description of program evaluation).

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 teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on English language development, scaffolding and differentiation, program monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing effective teaching strategies, reviewing assessment data, and revising curriculum and instruction to meet our students' needs.

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

MSA 1 provides both designated and integrated support to English Learners, according to their proficiency levels, as noted above. This support is provided in the following capacity:

INTEGRATED English Language Development:
All English Learners receive daily integrated English Language Development throughout the day in their classes. Teachers are being trained 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 ELLs. 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"* in the content classroom. Although the framework was developed for ELs, 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 MSA 1 EL Coordinator to train teachers and provide them with the resources needed to implement this framework.
Integrated ELD is also built into the curriculum for ELA (McGraw Hill's StudySync for secondary). McGraw Hill provides teacher training on how to use the integrated ELD tool, and provides ongoing support as needed.

Specially Designed Academic Instruction in English ("SDAIE") methodology
Another way teachers are encouraged to provide daily integrated instruction is through the use of SDAIE strategies. SDAIE is a teaching style established to provide meaningful instruction in the content areas for EL students to make sure they move forward academically until they reach English fluency. All MSA-3 teachers are/will be trained in SDAIE techniques.

During whole class instruction, teachers 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 is also 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-3 teachers employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.

- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- 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.
- 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.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student "buddy" or peer mentor in another grade.

DESIGNATED English Language Development:

All English Learners receive daily designated ELD in their English Language Arts classes. EL students who are Levels 1 and 2 receive one full, additional class period of Designated ELD per day. Where available, these students will receive primary language support in this designated classroom, as needed. Teachers use DuoLingo, BrainPop ESL, Rosetta Stone, and other available language acquisition programs to help students develop and build English proficiency. Teachers also emphasize academic vocabulary in the designated ELD classroom. The primary curriculum for Designated ELD is McGraw Hill's Study Sync, and is designed to provide additional support to ELs by scaffolding the content that they are learning in their ELA class. Study Sync is aligned to the CA ELD Standards and Framework, and supports academic vocabulary development. Designated ELD classes provide multiple opportunities for EL students to develop their English language skills in a safe and collaborative environment, while providing additional support and access to the core ELA content. Additionally, all English Learners are provided with designated ELD support through those parts of the CHATS Framework that allow students to further practice their language development, while working with the content they are learning.

Assessments

The CELDT/ELPAC is used for the annual assessment of each student's ELD level, along with scores on the Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT/ELPAC scores, (overall and subtest data), and Smarter Balanced ELA/Literacy test scores are shared with all teachers, and student performance is closely monitored by the teachers and administrators throughout the school year and for two years after the student reclassifies.

ELs are consistently monitored through assessments for English language development and academic progress. Students are assessed (formally and informally) throughout, and at the end of, each ELD curricular unit via both teacher-created and computer-generated assessments. They will also be

assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics, and SBAC interim assessments.

MAP tests are administered at least two times a year. MSA generates reports from MAP that includes student performance data for each test administration. The School's admin team and staff analyzes the student performance data and focus on addressing areas of need. Teachers will use MAP data reports to create their standards-based curriculum maps and unit plans by examining the standards that students have already mastered and those that need to be developed. They will also use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year. Other assessments to monitor student progress, (besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests) include Accelerated Reader tests, and Myon Reading tests, as well as assessments provided by the various publishers listed in Curriculum Resources. These assessments allow teachers 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. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
▪ Home Language Survey ▪ MAP Test ▪ CELDT/ELPAC	▪ Teacher created formal and informal assessments	▪ End of ELD curricular unit assessments ▪ Publisher provided assessments ▪ Progress reports with grades and teacher comments ▪ SBAC Interim Assessments ▪ Accelerated Reader and Myon tests (depends on student's unique reading abilities)	▪ Smarter Balanced ELA/Literacy test ▪ MAP Test

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 school's EL program for effectiveness. 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-3 uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT/ELPAC results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test, MAP Reading test scores, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	Grades 6-12
Annual CELDT Scores	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing
Basic Skills Assessment	**Smarter Balanced ELA/Literacy score:** 2 (Nearly Met) or above OR **MAP score:** Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: Grade Fall score OR Winter/Spring score 6: 200 204/206 7: 205 208/210 8: 208 211/212 Grades 9-12: 225 in any testing season for that year *www.nwea.org
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are: Semester 1 final grade and current semester grade at the time of reclassification.
Parent Consultation and Notification	Parent/Guardian is notified of student's eligibility for reclassification and concurs with the recommendation to reclassify.

Process for Monitoring Progress of English Learners and Reclassified (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, intervention/enrichment classes, meeting with parents/guardians, and 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 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 ELD folder 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.

Reclassified students are monitored for a period of four years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and maintaining at least a 70% in their ELA/English class. Reclassified students are monitored by the EL Coordinator.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

The school monitors the progress of students who are classified as Long Term English Learners (LTELs). LTELs receive dedicated ELD instruction in both intervention classes and via an online curriculum in order to develop specific academic vocabulary and language structures. The EL Coordinator works to identify the reasons why a student has not acquired English at the expected rate and collaborates with school staff and leaders to determine the best support system for that student moving forward. An action plan is created and placed in the student's portfolio, and parents/guardians are consulted. If necessary, additional tutoring, and targeted curriculum and supplemental materials are obtained to further support the student.

Gifted and Talented Students and Students Achieving Above Grade Level

MPS 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. 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 and AP 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 with disabilities 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-3 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-3 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. Teachers 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-3 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 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.

STUDENTS WITH DISABILITIES

Overview of Charter School Program for Students with Disabilities

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 in Education Improvement Act ("IDEIA").

The Charter School is currently a public school of the District in accordance with Education Code Section 47641(b). In the event that the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District), the Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in

a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado County Charter SELPA. The language that follows describes the special education program at the Charter School as an LEA member of a SELPA for purposes of providing a reasonably comprehensive description of the special education program in the Charter Renewal Petition.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's

aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the 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 will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition; is not binding on the authorizer; and ***only applies*** *in the event the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District) and the Charter School shall be its own LEA member of a SELPA in conformity with Education Code Section 47641(a). The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the authorizer upon execution.*

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

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will 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 SELPA inquiries, to comply with reasonable SELPA

directives, and to allow the 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 will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. 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 will adopt and implement polices 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 will 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 will 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will 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 IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; 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 IDEIA, 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 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 will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall 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 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 will be subject to the allocation plan of the SELPA.

Implementation

Magnolia Public Schools' Special Education model provides its students with a Free and Appropriate Public Education (FAPE) within a least-restrictive environment (LRE). A student receiving special education services will have his or her IEP reviewed in an IEP meeting at least once a year to determine

how well it is meeting the student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law.

Prior to the placement of the individual with exceptional needs within the classroom setting, school site leaders and special education staff ensure that the general education teachers, classroom aides, related service providers, shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws. If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

MPS 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. Any student, who has an objectively identified disability, including but not limited to learning, is eligible for accommodation by the Charter School.

When an initial assessment is needed, an assessment plan is sent home to parents with the parents' rights. If the assessment has been requested by a parent the school has 15 days to respond to the request. Once the assessment plan is received and signed the testing will begin and an IEP meeting will be held within 60 days of receiving the plan. The IEP team for an initial assessment will include parent, administrator, general education teachers, special education teacher, assessors and student. An interpreter can also be provided at parent's request. The team will review the findings of the assessments and observations to determine if the student qualifies for an IEP.

At a student's three year review they are assessed with parental consent and academic growth is charted to assure educational benefit is occurring. All eligible students under the IDEA will have an Individualized Education Program ("IEP") which meets all applicable legal requirements and is reasonably calculated to confer educational benefit in the least restrictive environment. MPS will maintain strict compliance and perform all corrective actions deemed necessary by MSA charter school managers and/or the SELPA. The oversight of the special education programs at MPS will be provided by the special education coordinator and Director, who will both have extensive administrative experience in the area of special education service delivery and in state and federal statutes and regulations. IEP meetings are held at least annually however an IEP meeting can be called prior by the parent or the school. Services provided to students can include language and speech, Assistive Technology, Adapted Physical Education, Occupational therapy, Physical therapy, Counseling, Deaf and Hard of Hearing, Resource Support, etc., as identified in their IEP.

Meeting the Needs of Students with Varying Levels of Disabilities

When a student comes to our schools, the Special Education Coordinator, reviews the student's IEP and assigns the providers for the student. Based on the students IEP and the last schools offer of FAPE the student is placed in the corresponding program.

Our current model has a variety of options to assure all the student levels are met. Our Resource model includes a push-in and/or pull-out model to support students' needs while our co-teaching model offers more of a specialized approach of team teaching. The push-in model includes the Special Education Teacher going into the classroom with the student to support them in the classroom while the pull-out

model allows the student to work with the Special Education Teacher in a small group setting outside of the classroom. We have a variety of service providers that come on campus to service students and work alongside our teaching staff.

MPS will comply with the federal requirement of offering and maintaining the least restrictive environment (LRE) for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

EL Students with IEPs

On page 2 of the IEP document it states the students English Language level. If the student is an EL an ELD goal and present level of performance is created to assure the student is receiving the support and resources needed. The progress towards goal is measured four times annually to assure the student is progressing. Our English Language Interventionist works collaboratively with the Special Education Coordinator and teachers to assure the student is making progress. The testing coordinator also assures the students annual CELDT examination is completed and the data is used to set goals.

STUDENTS IN OTHER SUBGROUPS

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 and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth

MSA-3 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-3 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-3, Charter School has designated a foster youth liaison. The liaison for foster youth, 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 that 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-3 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

MPS 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-1 shall serve as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Homeless Liaison shall ensure that:

- Homeless students are identified by 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-1
- 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 school, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with limited English proficiency, vocational and technical programs, gifted and talented programs, and school nutrition programs.

"A TYPICAL DAY"

If prospective sixth grade students spent a day visiting MSA-3, 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, i.e., 8:15 a.m., they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. During a math lesson (or any other class), students may learn the subject through an online program or a classroom representation by the teacher. In the computer lab, they work on a core content course during their technology integration class focusing on applying technology skills to the current unit of study. For example, the science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the topic. The Advanced Math class students are tackling math brain teasers in groups. Another group is conducting an electrolysis experiment and observing the production of hydrogen gas from water. 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 hat reinforce their learning. They would see students were having fun as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher introduced 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 used a smart board to show her students information on the web about the author. Her class was able to research links on the web and read more about the author.

When the prospective sixth graders walked by other classrooms, 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, and seventh graders conducting science experiments, demonstrating understanding of the scientific method.

What they might have seen but not been able to put into words was 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 have observed 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. Guest presenters are frequently on campus 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 appealing. The prospective new students would see students staying after school, between 3:00p.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

about 2:30 p.m. to 4 p.m., to discuss daily school operations and construct further improvement plans. 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

Please see se 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-3'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-3 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-3 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 Assessments[1] 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-3 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks

[1] http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp

(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' resources, Curriculum Associates' Ready Common Core program, and Accelerated Math[1] 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	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
CST Science	State Criterion-Based Assessment in	5, 8, 10	In May
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
CELDT/ELPAC	Measure language acquisition	6-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks (IAB)	To support teaching and learning throughout the year	6-8, 11	Throughout the year
SBAC Interim Comprehensive Assessment Block (ICA)	Designed to provide meaningful information for gauging student progress	6-8, 11	February
PFT	To assist students in establishing lifetime habits of regular physical	5, 7, 9	February to May

[1] 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.

	activity		

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-3 utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the 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.

The 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 school's curriculum and other programs at the end of every semester.

Parents are apprised of their students' progress through quarterly report cards. The 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-3 has computers on campus available for parent use.

CoolSIS: MPS' "Cool" School Information System

MPS uses CoolSIS for its internal school information system (SIS). 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 MPS 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 is a great asset to MPS such that:

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

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 place places but be entered in one place, one system. District and 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 see the 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-3 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 School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-3 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 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 grade point average (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, student will be recommended for retention in the current grade unless the 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.

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 grade point average (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.)

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

LEGAL AND POLICY COMPLIANCE[1]

Charter School shall comply with all applicable federal, state, and local laws and regulations, and County policy as it relates to charter schools as long as such policy is consistent with State or Federal laws applicable to charter schools.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and County charter school policy, regarding ethics and conflicts of interest.

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[1] The Charter School recognizes LAUSD has DRL pertaining to this section of the charter, to which the Charter School does not agree. As such, and upon advice of legal counsel, the Charter School has consciously not included the DRL.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the County Office of Education.

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 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[1]

In accordance with 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 Los Angeles County Office of Education, or from the Superintendent of Public Instruction and shall consult with the Los Angeles County Office of Education, or the Superintendent of Public Instruction regarding any inquiries.

Charter School shall provide the County with current and accurate contact information for Charter School, Charter School administrators, and Board members.

NOTIFICATION OF THE DISTRICT

[1] The Charter School recognizes LAUSD has DRL pertaining to this section of the charter, to which the Charter School does not agree. As such, and upon advice of legal counsel, the Charter School has consciously not included the DRL.

Charter School shall notify the County in writing of any citations or notices of workplace hazards, investigations by outside 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 the County in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the County 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 the County 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, the County may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

NONPROFIT PUBLIC BENEFIT CORPORATION

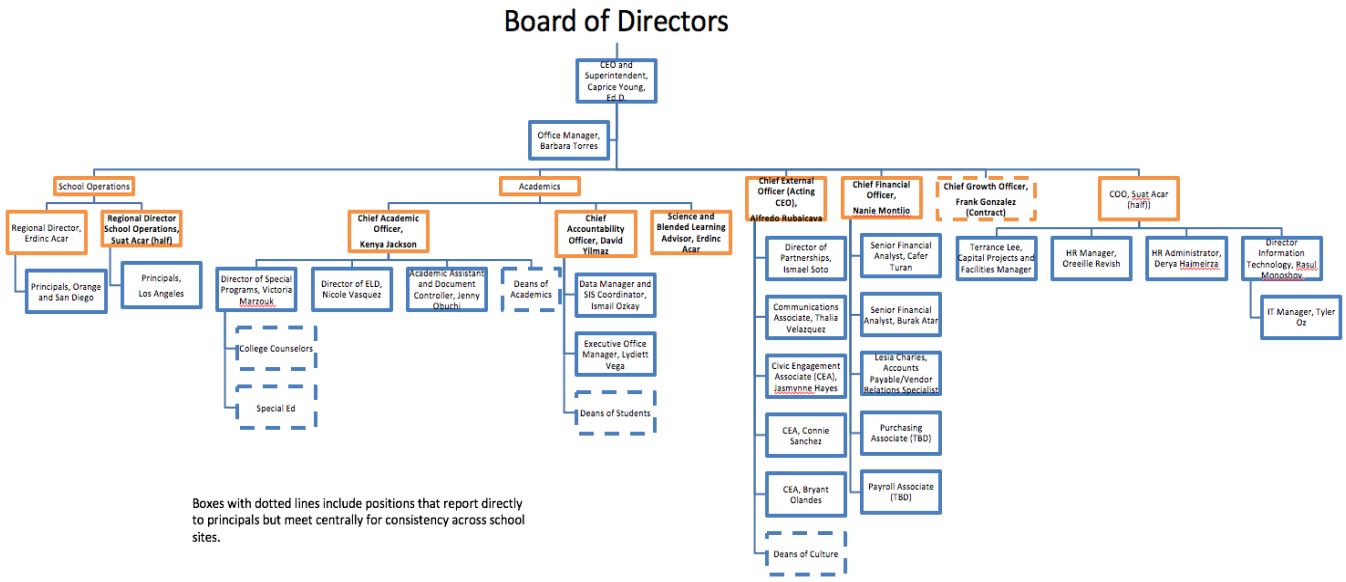
Magnolia Science Academy is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools (MPS), a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is

responsible for oversight of MSA-3. 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 CEO 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:



[1]

Board of Directors

The MPS Board of Directors ("the Board") is responsible for overseeing Magnolia Science Academy-3's operation and governance. The Board is responsible for hiring and supervising the Chief Executive Officer and Superintendent (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 ("Home Office") executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. Home Office provides services to the schools, supports and holds accountable the 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

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[1] * Our intention is to have both COO and Regional Director positions as two separate full time positions.
** One of the job descriptions of the CXO is to represent the organization when the CEO is not available.

financial sustainability. Home Office manages business operations of schools, which reduces program and operations-related burdens of the school administration and enables the schools to receive services at a lower cost. The services of 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 school's Principal, who, in collaboration with the CEO and the HR department at the MPS Home Office ("Home Office"), hires, promotes, disciplines, and as needed, dismisses staff and teachers at the 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 Chief Executive Officer, the chief academic officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school leaders at each 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 schools.

Chief Operations Officer (COO)
The COO leads all internal operations and, working in partnership with the C-Team, Board support 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 the organization, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for the organization. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and support 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 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 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. 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 (CAO)
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 Special Programs
The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout the school division;' ensures that all programs are in alignment 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
Develops instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators.

Director of Partnerships
The Director of Partnership Development works under the supervision of Chief External Officer, 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 Chief Academic Officer. The Coordinator will provide direct supplemental services to English Language Learners (ELL) and teachers of ELL at all consortium member schools. The EL Coordinator supports implementation of the LEA's EL Master Plan and Program and ensures that all appropriate ELL 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
Academic Assistance and document controller will provide assistance to the administrative team. Duties include, but are not limited to: answering phones, producing reports for district and government agencies, and performing diverse managerial responsibilities within the areas and limits of authority as delegated by school principal.

Data Manager and SIS Coordinator

The Student Information System (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

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 school principals, program and operations leaders, and the accounting staff.

Capital Projects and Facilities Manager

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

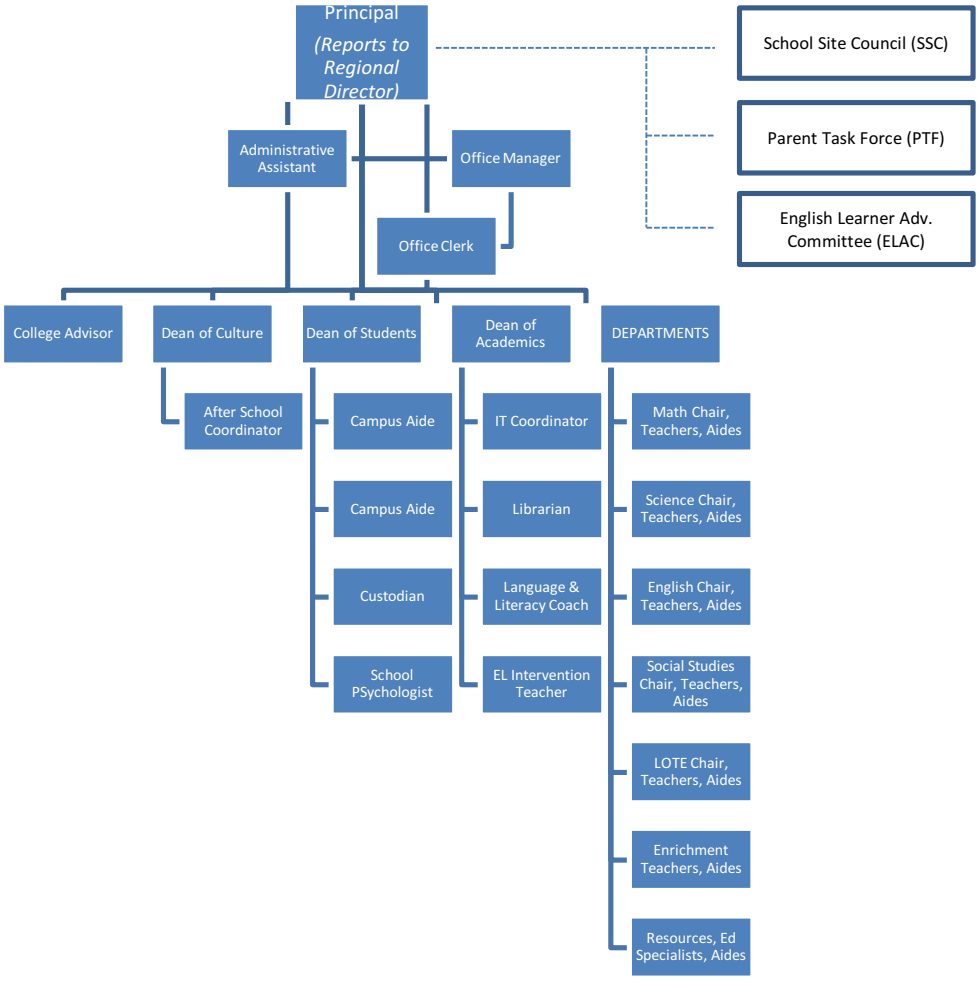
HR Manager

The HR Manager 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, HRIS entry). The HR administrator also ensures plans are administered in accordance with federal and state regulations and plan provisions are followed.

CURRENT ORGANIZATIONAL CHART OF MSA-3



While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-3:

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

	First	Name	Last Name	Beginning Term	End term	
1	Dr.	Umit	Yapanel	10/11/12	10/10/17	
2	Mr.	Saken	Sherkhanov	12/12/13	12/11/18	(former teacher)
3	Dr.	Salih	Dikbas	4/21/16	12/10/19	
4	Ms.	Noel	Russell-Unterburger	10/11/12	10/10/17	(former parent)
5	Mrs.	Diane	Gonzalez	12/11/14	12/10/19	
6	Dr.	Remzi	Oten	3/12/15	03/11/20	(current parent)
7	Mr.	Nguyen	Huynh	3/12/15	10/10/17	
8	Mr.	Haim	Beliak	2/9/17	2/8/22	
9	Mr.	Serdar	Orazov	9/10/15	9/9/20	

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 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 and represent the San Fernando Valley). 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 may, at its discretion, appoint a representative to MPS' Board. If the County 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 (currently, the second Thursday of the month). 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 school's monthly calendar that will be distributed to all parents at the 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). 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. 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 FPCC, 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 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;
- 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. Magnolia Public Schools voluntarily complies with Government Code Section 1090, et seq., which prohibits transactions with any interested persons.

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 trustees;
- Defines, communicates and assures the role of 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 adopted by board policy;
- 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 with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so

delegated. Such delegation will:

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

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 and in which one or more of its directors has a material financial interest.

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-3 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 school's success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-3. 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 school, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders as the school site impact decision-making:

SCHOOL SITE COUNCIL (SSC)

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

- The Principal

- 4 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school
- 3 parents of students attending the school selected by such parents
- 3 students selected by students attending the 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 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 (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at MSA-3 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 school's total student population), 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-3, 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-3. All parents or guardians of students currently enrolled in MSA-3 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:

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

There are various opportunities for parents to volunteer at MSA-3. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. 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-3 uses CoolSIS, 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 school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

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. Assistant Principals/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 school site staff.
- Comply with local, state and federal laws and regulations affecting the 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. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage 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 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, Engineering, or Natural Sciences)
- 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
- 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, 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 changes of daily class schedule
- Coordinate all academic activities with the department chairs

- Oversee all fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to administrative meetings weekly

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 afterschool/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
- Report weekly at administration meeting any teachers who are not using CoolSIS properly
- Review student progress at the end of each quarter and notifies 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 in regard to 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
- Coordinate and chair the school 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:

- BA or BS (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. The dean of academics will review all lesson plans
- 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 (IEPs) 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 charter 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 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 ("CPI"), prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Masters 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 comprehension of learning styles and student needs 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 and outside resource people 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:

- 4 year 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:

- Educating 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.
- Meeting with juniors and seniors, individually and in groups, to talk about process and individual college choices.
- Advises 9th and 10th graders on curricular choices, as needed, and works with international students to understand US college admissions, especially aspects unique to them.
- Meeting with all college admissions representatives who visit our campus and facilitating meetings between college representatives and our students.
- Serves as a liaison with College admissions offices throughout the year.
- Compiling an annual Profile of the School, as well as information on grade distributions in junior and senior courses and courses offered at our school.
- Working with Office Staff to maintain records on seniors, including GPA's and transcripts
- Writing an official school recommendation for each senior.
- Updating/Creating an annual College Search Handbook, a resource mailed to junior and senior parents each summer, an extensive assembly of information about the college search process.
- Keeps parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid.
- Acting as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling.
- Works with senior class on class events, class meetings provide an opportunity to disseminate information about the college application process.
- Keeping track of admission decisions, statistics, and making a report to the Board
- Making informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association.
- Maintaining and disseminating 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 HW 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)
- TB Test

Responsibilities and Duties:

- Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude.
- Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program.
- Create an engaging environment that fosters a sense of belonging that kids want to be in.
- Support students in making positive behavior choices and take disciplinary measures when appropriate.
- Engage children and youth by following, implementing, and assisting in creating lesson plans.
- 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.
- Promote positive interactions between volunteers and students in accordance with child safety guidelines.
- Maintain student safety by taking roll and reviewing sign-in/ sign-outs for students and volunteers.
- Identify student needs and communicate to Site Coordinator, teachers, school administration, parents, and volunteers as appropriate.
- Participate in staff development activities.
- 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:

- Proven experience as IT coordinator or similar role
- Experience in network management and help desk support is appreciated
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities
- BSc/BA in information technology or computer science is preferred
- 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 district framework
- Assist teachers with the continued implementation of the district's 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:

- BA or BS (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 school
- Play a lead role in annual examinations and reclassification of ELL students
- 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 ELL students at MPS

SCHOOL PSYCHOLOGIST

The job of 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; 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:

- Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment.
- Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Performs casework services with students and families to help resolve student's behavioral and social problems.
- Selects and administers age appropriate assessment methods and materials in order to determine then needs of the student.
- Consults with teachers and other school personnel to obtain information regarding the reason for referral.
- Gathers background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records.
- Interprets assessment results and compiles comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations.
- Serves as a member of the interdisciplinary assessment team assigned to each school and works as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children.

- Communicates case findings and recommendations to teachers and other school personnel as needed.
- Participates in eligibility committee meetings and contributes to the development of the Individualized Education Plan (IEP).
- Services as a resource to teachers and staff regarding psychological services and the
- academic/psychological needs of students.
- Conferences with and provides information, support, and counseling to parents/guardians of students.
- Provides in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students.
- Organizes and conducts specialized programs to include parent training classes and student support activities.
- Conducts specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students.
- Serves as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies.
- Provides follow-up support and periodic re-evaluation services as necessary.
- Acts as a member of the school crisis team to provide intervention to students as necessary.
- Makes court appearances to present data and performs court-requested evaluations.
- Compiles monthly reports and maintains accurate case records.
- Models nondiscriminatory practices in all activities.
- Maintains 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 ("CPI"), 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

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 in MSA are free of charge for all students.

Office Personnel

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 children
- 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.

Responsibilities and Duties:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the 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 requirements[1] as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

1. High school diploma or the equivalent, and
2. Two years of college (48 units), or
3. A. A. degree (or higher), or
4. 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 teachers and supporting documentation will be monitored and maintained by the Principal at the 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 it 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 all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 blood borne 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 request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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 school site 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.

The Charter School will comply with Education Code Section 44830.1 (related to the hiring of persons who have been convicted of a violent or serious felony).

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. 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.

CUSTODIAN OF RECORDS

The Chief Financial Officer and Human Resource Administrator serve as the Custodians of Records for MSA-3.

STUDENT HEALTH AND WELLNESS

MSA-3 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, etc. Through P.E. classes as well as after-school activities including competitive sports clubs; Basketball, Volleyball, Soccer and Flag Football students have ample opportunities for physical activity and development of healthy lifestyles.

During weekly middle grades 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 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.

Tuberculosis Risk Assessment

All employees of the School, except for employees transferring from other MPS schools, must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consist of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

Compliance with the MPS tuberculosis testing policy is a condition of initial and continuing employment. Failure to comply with this policy may result in disciplinary action, up to and including release from at-will employment.

Procedures for Verifying Student Immunizations

Details on the specific number of vaccine doses required by age and grade for child care and schools are defined by the *California Code of Regulations*. Download the *Guide to Immunizations Required for School Entry* from the Home page to print immunization requirements by age and grade.

TK/K-12:
Staff in schools are required to check immunization requirements for children entering TK/K (4-6 years of age), again at 7th grade, and for any child newly admitted to a CA school including transferring from out of state. Students in transitional kindergarten (TK) are subject to the kindergarten immunization requirements before admission into the first year of the program.

MSA schools review student immunization cards to complete the California School Immunization Record (Blue Card) & confirm required immunizations for school entry have been met. MSA front office verifies student immunizations before students start attending school and notifies parents if their students are missing any required immunization as a condition of school attendance. The Blue Card is the official state document used to record immunization history for every child admitted into schools.

Children May Be Admitted if they:

1. Are 4 years or older and have received all required immunizations for age and grade.
2. Have filed a valid statement of Permanent Medical Exemption and immunization records for all other required doses.
3. Attend a home-based private school, or an independent study program and do not receive classroom-based instruction—even if they have not received all required immunizations.
4. Qualify to be admitted as conditional entrants.
5. Are transferring from another school—within California or from another state—and meet immunization requirements.

Conditional Entrants For TK/K-12

Condition	Timeline
A. Children have received at least 1 dose in a series and the deadline for the next dose has not passed.	Remaining dose(s) due based on interval timing
B. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted.	Remaining dose(s) due at end of exemption

Personal Beliefs Exemptions No Longer an Option for New Admissions (Effective 1/1/2016)

Required Health Screenings

MSA schools use a vendor to conduct required health screenings during the first semester, including vision and auditory screenings. MPS' executive office manager verifies that all MSA school students are compliant with these health requirements.

Vision, Hearing and Scoliosis Screenings

These are required at specific intervals and grade levels in California. Schools must conduct vision screening on all students upon school entry and every third year thereafter through grade eight. For example, vision testing may be

done in kindergarten or first grade and in grades two, five, and eight, as well as on enrollment and referral at any grade level.

Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)). Hearing screening in California public schools must be conducted by a credentialed school audiometrist. Note that Local Education Authorities may apply for a waiver for the high school hearing testing requirement.

Vision & Auditory Screening Notifications

Notifications are sent to families prior to screenings.

After the screening

Referrals for further screenings are sent to families if the results show a student has failed any of the screenings.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Diabetes

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

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

Blood borne Pathogens

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

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

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

Athletic Activities

The Charter School complies with Education Code Section 49475 regarding student athletes who sustain concussions. A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until h e or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS will provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

Local Demographics

Based on an analysis of MSA-3 students' residence addresses, the following table lists the top 10 home district schools our students would otherwise be required to attend – three middle schools, one 6-12 span school and six high schools (three of which have converted to charter status).

The demographics of the schools MSA-3 students would otherwise attend closely mirror the student population of MSA-3.

School	Grade Level	# of students	%FRL	%SpEd	%ELs	%Hisp	%AA	%White	%Asian
Glen Hammond Curtis Middle	6-8	544	83%	9%	65	45%	52%	1%	0%
Stephen M White Middle	6-8	1,610	76%	14%	10%	62%	10%	3%	3%
Andrew Carnegie Middle	6-8	924	73%	14%	9%	49%	24%	3%	2%
Robert A Peary Middle	6-8	1,332	80%	15%	14%	64%	27%	2%	3%
Samuel Gompers Middle	6-8	557	92%	21%	25%	62%	36%	0%	0%
Drew Middle	6-8	826	88%	10%	26%	85%	14%	0%	0%
Banning High	9-12	542	85%	NA	17%	94%	2%	2%	0%
Carson High	9-12	2,572	60%	12%	7%	54%	18%	3%	2%
Gardena High	9-12	1,586	81%	15%	13%	65%	26%	2%	3%
Rancho Dominguez Prep	6-12	975	79%	11%	9%	62%	24%	2%	1%
Weighted Average			765	13%	16%	62%	22%	2%	2%
MSA-3	6-12	455	81%	11%	5%	50%	44%	2%	1%

Source: dq.cde.ca.gov/Dataquest.[1]

District Demographics

Second largest in the nation, the Los Angeles Unified School District (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.[2]

The following data shows MSA-3 vs. District enrollment in 2016-17 by ethnicity:

	# of students	% Hisp	% AA	% White	% Asian
LAUSD	633,621	74%	8%	10%	4%
MSA-3	455	50%	44%	2%	1%

[1] Unless otherwise noted, all academic and school site data cited throughout this petition is sourced from the California Department of Education's DataQuest site: dq.cde.ca.gov/Dataquest.

[2] http://achieve.lausd.net/about

To be reflective of the general population residing within LAUSD, MSA-3 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-3 will strive to increase the percentage of enrollment in the Hispanic student group by the end of the charter term. See the Recruitment Plan below.

Recruitment Plan

MSA-3 pursues a wide variety of venues for the distribution of information about the 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-3 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-3 website includes comprehensive information about the program. While open to all students, MSA-3 focuses outreach efforts within a 10-mile radius of the school location.

MSA-3 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)
- Hosting Open Houses and providing tours of the 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-3 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

- Community & Social Events (booth, volunteer, participate)-5-8 events per year specifically in the city of Carson to recruit Carson/LAUSD residents.
  - Examples:

- Booth: 18th Annual General Assembly: Fri, February 24, 8:30am – 3:00pm
- Booth: Girls Pursuing Science 'The Beauty of Science' Competition: April 29th, 1pm-4pm
- Host a STEAM competition for 5th graders in the city of Carson: July
- Host a Summer Camp with Girls Pursuing Science: July
- Visit Elementary Schools & churches within a 5 mile radius in city of Carson-presentation to 5th graders with MS & HS ASB students
- Taste of Soul in Los Angeles
- King Day Parade 2018
- Member of Carson Chamber of Commerce, & partnership with CSUDH Steam Department

- Brochures-Middle School & High School
- Open House (1 time per month) & Social Media Ads (Instagram, Facebook, Twitter)-February, March, April, May
- Email Postcards-3 times per year, June, July, August
- Open House (2 times per month)-January, September, October, November, December
- Mail Postcards- 3 times per year, October, November, December
- Promotional Materials (give-away/chowski items)
    - Shirts, Key chains, Umbrellas, Magnets, Calendars, Bumper Stickers, wireless speakers,
    - Bus stop Ads in Carson
    - Free uniform shirt if enroll by ** date, and start the first day of school
    - Fieldtrip shirt-students promote while off campus
- Home Visits to 100% of our 8th graders-close the retention gap from 8th to 9th grade. Develop individual 20 year plans for each 8th grader. 2 Family nights per year, 8th Grade Showcase, 8th Grade Pre-AP or Pre-Honors program

ELEMENT 8: ADMISSION REQUIREMENTS

***"Admission requirements, if applicable."* (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 the County 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 County contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law 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, 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 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. The Charter School will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. MSA-3 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 approved charter.

ENROLLMENT PREFERENCES[1]

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 California Ed. Code, priority will be given first to students who reside within the attendance boundaries of LAUSD, with additional preferences given in the following order:

1. Siblings of admitted students
2. Children of board members or employees of Magnolia Public Schools, not to exceed 10%

LOTTERY PROCEDURE

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-3'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, school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the 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 and listed in order for each grade level. Names from the second and third preferences are drawn 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

[1] In the event MSA-3 or MPS is awarded a discretionary grant from the U.S. Department of Education during the charter term, admissions preferences will be amended as needed to comply with the U.S. DoE Charter Schools Program's Non-Regulatory Guidance policies regarding charter school admissions in order to preserve eligibility for the grant funds.

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-3 will invite a County 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 school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the 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 of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned 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. School 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 provided with top 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 in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space 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 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)(I).)**

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSA-3 to verify the accuracy of the 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 not members of the board, but may not include any the staff of the organization, 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 County along with an anticipated timeline for the same.
- 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 County, 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.
- Financial reporting to the charter agency would be carried out pursuant to Education Code Section 47604.33.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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.

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:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. 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-3. 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-3'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-3 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-3 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-3 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-3 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-3 or at any other school; or (3) a MSA-3 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:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. 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)
5. 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 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 determinations: (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-3 or at any other school; or (3) a MSA-3 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)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.

3. 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.

4. 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.

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 in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property in excess of $1,000.

9. 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.

10. 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.

11. 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.

12. 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.

13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

14. 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.

15. 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.

16. 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.

17. 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.

18. 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.

19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

20. "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.

21. "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.
22. 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.
23. 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.

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 (3)(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.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. 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)
5. 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 to be assigned by the Board as needed. 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. 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-3'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-3 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-3 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-3 must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-3. 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-3
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-3 shall maintain records of all student suspensions and expulsions at MSA-3. 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

1. Notification of SELPA

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

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such

assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

The 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:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge 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, per 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).

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 employed 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.

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 program of any school district, 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.

A pupil who chooses not to attend Charter School may attend another 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. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

MSA-3 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-3, 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 who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District 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.

No public school district employee shall be required to work at the Charter School. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

ELEMENT 14: DISPUTE RESOLUTION[1]

***"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 District

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures. In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and CEO of Charter School. The party who claims there is a dispute shall identify the issue in the dispute statement with specificity and supporting facts.

In the event that the County Board of Education and the Los Angeles County Office of Education Staff believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. At any time LACOE believes the dispute relates to an issue that could lead to revocation of the charter school, 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:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the County Board's discretion in accordance with that provision of law and any regulations pertaining thereto.

The responding party has 20 business days to prepare a written response to the dispute statement. Both parties will attempt to settle such 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. The CEO of Charter School shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the written response. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two MPS Board members who shall meet with the CEO of Charter

[1] The Charter School recognizes LAUSD has DRL pertaining to this section of the charter, to which the Charter School does not agree. As such, and upon advice of legal counsel, the Charter School has consciously not included the DRL.

School and attempt to resolve the dispute within fifteen (15) business days from receipt of the written response.

If this joint meeting fails to resolve the dispute, the CEO of Charter School 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 CEO. 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 the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and 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).)**

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.

In the event that the school closes, the CEO/Superintendent will serve as the school's closure agent.

ADDITIONAL PROVISIONS

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the County under any of the County's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the County [A.M. Best A-, VII or better] to protect Charter School from claims that may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage 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 Board of Education of the County of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the County which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the County.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 $1,000,000 per occurrence and $1,000,000 general aggregate, with no self-insured retention.

5. Cyber liability insurance coverage with minimum limits of $1,000,000 per occurrence and $1,000,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $3,000,000 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.

8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

9. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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 Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the County which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the County within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LACOE with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the County reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the County and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its

officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

County Oversight Costs

The Countymay charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the County 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 the County. Notwithstanding the foregoing, the County 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records[1]

Charter School is subject to County oversight.

- The County's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitors the fiscal condition of Charter School.
- The County is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
- The Charter School shall comply with Education Code Section 47604.3 regarding responding to reasonable inquiries from the County.

Internal Fiscal Controls

[1] The Charter School recognizes LAUSD has DRL pertaining to this section of the charter, to which the Charter School does not agree. As such, and upon advice of legal counsel, the Charter School has consciously not included the DRL.

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the 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 is currently located at 1254 E Helmick St, Carson, CA 90746 on the campus of Curtiss Middle School. MSA 3 enjoys use of exclusive use core classroom space, as well as access to shared use space including athletic facilities and other educational spaces. The campus is shared with Curtiss Middle School via Proposition 39.

The charter school reserves the right to request facilities from the District pursuant to Proposition 39.

POTENTIAL CIVIL LIABILITY EFFECTS

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

The Charter School shall be operated by 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 District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District may enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.
The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Appendix A

MAGNOLIA PUBLIC SCHOOLS (MPS) MATHEMATICS PLACEMENT POLICY

A. Mathematics Placement Policy for Students Entering Grade 9

This policy of the Magnolia Educational & Research Foundation dba Magnolia Public Schools (the "Charter School") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    e. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:

   i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.

   ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

B. Mathematics Curriculum and Pathways

The math curriculum at the Charter School is based on the California Common Core State Standards: Mathematics (CA CCSSM) and reflect 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 standards 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 standards 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.

The math instruction at the Charter School will focus 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 will be 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 will approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at the Charter School will meet the challenges of the twenty-first century through innovation.

Requirements for graduation:

In grades 6 through 8, students are required to take core mathematics courses each year. In grades 9 through 12, the Charter School math course requirements are threefold:

1) Credit requirements: MPS requires 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.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or 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.

3) Course requirements: 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. Integrated math courses fulfill this requirement.

Pathways:

Charter School will strive to provide the following pathways depending on student levels, needs/demands and availability of teachers and resources.

Pathway	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

Regular Pathway	Math 6	Math 7	Math 8	Integrated Math I *or* Algebra I	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *
Accelerated Pathway 1	Math 6	*Accelerated Math 7/8* **	*Integrated Math I* ** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *
Accelerated Pathway 2	*Accelerated Math 6/7* ***	*Integrated Math I* *** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *	Electives *
Further Acceleration	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. Please see section titled "Middle School Math Placement" below for details.						

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

** 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.

Integrated vs. Traditional Pathway

Depending on students' math backgrounds and surrounding schools' pathways, Charter School may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Precalculus courses replace Integrated Math I, II, III, and IV courses.

Middle school courses reflect California Common Core State Standards: Mathematics (CA CCSSM). Students on the regular pathway will be enrolled in common core Math 6, Math 7, and Math 8 courses. These courses follow a focus and coherent progression that builds from one year to the next. The accelerated pathway is for students who show mastery of grade-level standards. According to the Common Core State Standards Initiative, "Decision to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CCSSM. Compacted [accelerated] courses should include the same CCSS as the non-compacted courses." (Common Core State Standards Initiative, Appendix A, 2010).

Students will have opportunities to accelerate in middle and high school. In the recommended accelerated pathway, i.e., Accelerated Pathway 1, three years of math are combined into two math courses. Standards are not cut or skipped but compacted, requiring students to learn at a faster pace. It is not recommended to compact the standards before

grade seven to ensure that students are developmentally ready for accelerated content. Learning math properly requires thorough understanding at each step so that complex material down the road can be tackled successfully. Notwithstanding the above, the Charter School will design a special pathway, i.e., Accelerated Pathway 2, for those few highest achieving sixth graders who are developmentally ready for further acceleration. In Accelerated Pathway 2, four years of content is compacted into two years allowing students to complete Integrated Math I (Algebra I) by the end of seventh grade.

Students entering grade 9 who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Middle School Math Placement:

The following are guidelines regarding student placement in math courses. Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students.

Students Entering Grade 6:

A) Accelerated Math 6/7: Grade 5 students transitioning to grade 6 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 6/7. The criteria for placing students into the Accelerated Math 6/7 course include:

- Score of 4 out of 4 (or a minimum grade of "A-" or 90%) in math on final report card for grade 5

  AND

- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 5 **OR** minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") (if student has a MAP test score in grade 5).

Once the above criteria are met, a student will be eligible to take the 6th grade placement examination which includes SBAC-like questions and performance tasks.

- Student must earn a score of "Proficient" in all parts of the placement examination to be placed in Accelerated Math 6/7.

B) 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. Therefore, upon

satisfaction of the criteria listed under A) and successful passage of a Math I (Algebra I) placement test, students will be placed in a high school Math I (Algebra I) course as a cohort, by integration into an out of grade level assignment, or through mentored independent study. Likewise, some students may have the capacity to move at a faster pace through the material requiring consolidation of High School Algebra I with Geometry or Algebra II. MPS will in all cases accommodate the needs of these gifted students through classes or mentored independent study.

C) All other entering sixth graders shall be placed in common core Math 6.

Students Entering Grade 7:

A) Integrated Math I: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- Score of 3 out of 4 (or a minimum grade of "B-" or 80%) in Accelerated Math 6/7 course on final report card for grade 6

  AND

- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6 **OR** minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") (if student has a MAP test score in grade 6).

B) Integrated Math II or above: Those gifted entering seventh graders who successfully completed a high school math course in grade 6 with a minimum grade of "B-" or 80% shall be placed in an appropriate next level math course.

C) Accelerated Math 7/8: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 7/8. The criteria for placing students into the Accelerated Math 7/8 course include:

- Score of 3 out of 4 (or a minimum grade of "B-" or 80%) in common core Math 6 course on final report card for grade 6

  AND

- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative

assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6 **OR** minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") in grade 6 (if student has a MAP test score in grade 6).

D) All other entering seventh graders shall be placed in common core Math 7.

Students Entering Grade 8:

A) Integrated Math II: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math II. The criteria for placing students into the Integrated Math II course include:

- A minimum grade of "C" or 70% in Integrated Math I course on final report card for grade 7

  AND

- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7 **OR** minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") (if student has a MAP test score in grade 7).

B) Integrated Math III or above: Those gifted entering eighth graders who successfully completed Integrated Math II or above in grade 7 with a minimum grade of "C" or 70% shall be placed in an appropriate next level math course.

C) Integrated Math I: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- A minimum grade of "B-" or 80% in Accelerated Math 7/8 course on final report card for grade 7

  AND

- Overall score of "Standard Met" or "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7 **OR** minimum Spring MAP test score that corresponds to a performance level of 3 ("Standard Met") in grade 7 (if student has a MAP test score in

grade 7).

D) All other entering eighth graders shall be placed in common core Math 8.

Continuing the Accelerated Pathways:

The Charter School will coordinate a parent education meeting for parents to gain understanding of the expectations of the accelerated pathways from the students and parents and how the school will support students to remain and be successful in accelerated pathways. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers will assess the mathematics placements for each student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student and the student's parent/legal guardian regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

As explained above, the Charter School will provide at least one (1) placement checkpoint within the first month of the school year and will continue to assess the mathematics placements for each student. The Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students. The following are minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
-
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (See tables below for cut scores.)
- Teacher recommendation
- Administrator recommendation

Linking Data Table: Smarter Balanced & MAP[1]:

Northwest Evaluation Association™ (NWEA™) completed a study to connect RIT scores from Measures of Academic Progress® (MAP®) interim assessments with the scale of Smarter Balanced Assessment Consortia (Smarter Balanced) summative assessments in math and English language arts (ELA).

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

[1] https://www.nwea.org/content/uploads/2017/01/SBAC-MAP-Linking-Study-.pdf

Following is a table that shows concordance between MAP RIT scores and Smarter Balanced cut scores. This table will update as new data becomes available.

TABLE 2. CONCORDANCE BETWEEN SMARTER BALANCED MATH AND MAP MATH CUT SCORES (WHEN MAP IS TAKEN IN SPRING)

	SMARTER BALANCED			
Grade	Level1 Not Met	Level2 Nearly Met	Level3 Met	Level4 Exceeded
3	2114-2366	2367-2431	2432-2489	2490-2623
4	2131-2415	2416-2472	2473-2532	2533-2663
5	2201-2441	2442-2501	2502-2581	2582-2701
6	2210-2456	2457-2530	2531-2617	2618-2724
7	2258-2478	2479-2551	2552-2648	2649-2745
8	2288-2486	2487-2566	2567-2667	2668-2769

	MAP MATH							
Grade	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-193	1-24	194-203	25-51	204-214	52-79	215-350	80-99
4	100-201	1-21	202-216	22-58	217-228	59-84	229-350	85-99
5	100-213	1-31	214-228	32-67	229-237	68-84	238-350	85-99
6	100-216	1-30	217-229	31-60	230-239	61-80	240-350	81-99
7	100-220	1-32	221-234	33-63	235-245	64-83	246-350	84-99
8	100-227	1-43	228-241	44-71	242-251	72-85	252-350	86-99

TABLE 4. CONCORDANCE BETWEEN SMARTER BALANCED MATH AND MAP MATH CUT SCORES (WHEN MAP IS TAKEN IN FALL OR WINTER PRIOR TO SPRING SMARTER BALANCED TESTS)

Grade	SMARTER BALANCED			
	Level1 Not Met	Level2 Nearly Met	Level3 Met	Level4 Exceeded
3	2114-2366	2367-2431	2432-2489	2490-2623
4	2131-2415	2416-2472	2473-2532	2533-2663
5	2201-2441	2442-2501	2502-2581	2582-2701
6	2210-2456	2457-2530	2531-2617	2618-2724
7	2258-2478	2479-2551	2552-2648	2649-2745
8	2288-2486	2487-2566	2567-2667	2668-2769

Grade	MAP FALL							
	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-179	1-20	180-190	21-51	191-202	52-82	203-350	83-99
4	100-189	1-18	190-205	19-61	206-217	62-87	218-350	88-99
5	100-203	1-30	204-218	31-69	219-227	70-86	228-350	87-99
6	100-208	1-28	209-221	29-60	222-232	61-83	233-350	84-99
7	100-214	1-31	215-228	32-64	229-239	65-84	240-350	85-99
8	100-222	1-42	223-237	43-73	238-247	74-88	248-350	89-99

Grade	MAP WINTER							
	Level 1 Not Met		Level 2 Nearly Met		Level 3 Met		Level 4 Exceeded	
	RIT	%tile	RIT	%tile	RIT	%tile	RIT	%tile
3	100-188	1-23	189-198	24-51	199-209	52-80	210-350	81-99
4	100-196	1-20	197-211	21-58	212-223	59-85	224-350	86-99
5	100-209	1-31	210-224	32-68	225-233	69-85	234-350	86-99
6	100-213	1-30	214-226	31-61	227-236	62-81	237-350	82-99
7	100-218	1-33	219-232	34-65	233-243	66-84	244-350	85-99
8	100-225	1-42	226-239	43-71	240-249	72-86	250-350	87-99

High School Math Placement:

As explained in Section A of this policy, in determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");

b. Placement tests that are aligned to state-adopted content standards in mathematics;

c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;

d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;

e. Final grade in mathematics on the student's official, end of the year 8th grade report card.

Students entering grade 9 are normally placed in Integrated Math I (Algebra I). Those students who completed Integrated Math I (Algebra I) in grade 8 successfully with a minimum grade of "C" or 70% shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 successfully with a minimum grade of "C" or 70% shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II) successfully with a minimum grade of "C" or 70%. These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Mathematics Courses:

MATHEMATICS	
MATH 6	**MATH 7**
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	**ACCELERATED MATH 6/7**
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 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th 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	**INTEGRATED MATHEMATICS I**
This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th 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.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle 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	**INTEGRATED MATHEMATICS III**
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.	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.3 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	**ALGEBRA I**
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades

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.	standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. 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 five units are as follows: 1) Relationships Between Quantities and Reasoning with Equations; 2) Linear and Exponential Relationships; 3) Descriptive Statistics; 4) Expressions and Equations; 5) Quadratic Functions and Modeling.
GEOMETRY	**ALGEBRA II**
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. 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) Congruence, Proof, and Constructions; 2) Similarity, Proof, and Trigonometry; 3) Extending to Three Dimensions; 4) Connecting Algebra and Geometry through Coordinates; 5) Circles With and Without Coordinates; 6) Applications of Probability.	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. 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 for this course, organized into four units, are as follows: 1) Polynomial, Rational, and Radical Relationships; 2) Trigonometric Functions; 3) Modeling with Functions; 4) Inferences and Conclusions from Data.

PRECALCULUS	AP STATISTICS
Precalculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.	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	**AP CALCULUS BC**
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 these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	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 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.

Acceleration Agreement in Mathematics

Student Name: _____ Grade: _____ Math Placement: _____

Please check all the boxes below:

☐ I have read the mathematics placement policy and I understand the high level of expectations from students in the accelerated math pathways.

☐ I understand my child's placement in an accelerated math course.

☐ I understand that my child's placement in an accelerated math course depends on his/her level and availability of staffing, class size, and scheduling.

☐ I understand the following minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card,
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (if student has a MAP test score),
- Teacher recommendation,
- Administrator recommendation.

☐ I understand that if my child does not meet the criteria to remain in the current mathematics placement he/she may be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Parent/Guardian Name: _____ Signature: _____ Date: _____