

MAGNOLIA SCIENCE ACADEMY



***CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2025 – JUNE 30, 2030)***

**SUBMITTED TO THE
LOS ANGELES COUNTY
BOARD OF EDUCATION
SEPTEMBER 27, 2024**

by

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Magnolia Science Academy (“MSA-1” 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- MPS declares that it shall be deemed the exclusive public school employer of the employees of MSA-1 for purposes of the Educational Employment Relations Act (“EERA”). [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(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(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- 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 the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- 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. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil has been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. [Ref. California 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(d)(2)]
- 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 California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47601.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 8100, *et seq.* (“PRA”).
- 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.” (Education Code Section 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

” (Education Code Section 47605(c)(5)(A)(ii).)

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

GENERAL INFORMATION

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|---|--|
| ▪ The contact person for Charter School is: | Chief Executive Officer & Superintendent, Alfredo Rubalcava |
| ▪ 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: | 18238 Sherman Way, Reseda, CA 91335 |
| ▪ The grade configuration of Charter School is: | 6-12 |
| ▪ The number of students in the first year will be: | 767 |
| ▪ The grade level(s) of the students in the first year will be: | 6-12 |
| ▪ Charter School’s scheduled first day of instruction in 2025-2026 is: | August 11, 2025 |
| ▪ The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency.) | 925 |
| ▪ The type of instructional calendar will be: | Traditional |
| ▪ The bell schedule for Charter School will be: | 8:30 am to 3:38 pm |

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| <ul style="list-style-type: none"> ▪ The term of this Charter shall be from: | July 1, 2025 – June 30, 2030 |
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COMMUNITY NEED FOR CHARTER SCHOOL

Magnolia Science Academy, 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 2002 – and here requesting a fourth five-year charter term -- MSA-1’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-1 is supplemented by tutoring, before and after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-1 is located in the San Fernando Valley and operated by Magnolia Educational & Research Foundation (“MERF”), *dba* Magnolia Public Schools,¹ a non-profit public benefit corporation dedicated to establishing and managing high-quality public charter schools in California. MPS’ vision is that graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with ***creative thinking, effective communication, and the rigor of science.***

MPS’ educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Research shows that despite efforts to increase diversity, Black, Hispanic, and female students remain underrepresented in STEM fields. For instance, Black and Hispanic students earn a significantly lower percentage of STEM degrees compared to their white and Asian counterparts. In 2018, Black students earned only 9% of STEM degrees, and Hispanic students earned around 12%. Women are also underrepresented in specific STEM fields, such as engineering and computer science, where they make up only 14% and 25% of the workforce, respectively (National Science Foundation, Pew Research Center, Pew Research Center Factors contributing to this underrepresentation include a lack of mentors, limited access to quality education, and exposure to role models from similar backgrounds, as noted in studies on STEM participation.² MPS addresses the shortage by inspiring and preparing students to choose career paths in STEAM through early and consistent exposure throughout TK-12 to high-quality instruction and enrichments.

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

² Diversity and STEM: Women, Minorities, and Persons with Disabilities 2023." National Science Foundation, 2023, nces.nsf.gov/pubs/nsf23324. Accessed 23 Sept. 2024.

Black Americans' Views of Education and Professional Opportunities in STEM." Pew Research Center, www.pewresearch.org/fact-tank/2021/04/01/black-americans-views-of-education-and-professional-opportunities-in-stem/. Accessed 23 Sept. 2024.

Factors Influencing Participation of Underrepresented Students in STEM Fields: Matched Mentors and Mindsets." International Journal of STEM Education, Springer, 2023, stemeducationjournal.springeropen.com/articles/10.1186/s40594-023-00431-1. Accessed 23 Sept. 2024.

The students we serve are traditionally “underserved.” Our student population across the Magnolia network is 78% Socioeconomically Disadvantaged (“SED”), 20% English Learner (“EL”), 15% Students with Disabilities (“SWD”), 3% Homeless (“H”)/Foster Youth (“FY”), 78% Hispanic/Latino students, 7% Black, 5% Asian, Filipino, Pacific Islander (“AFPI”), 2% Two or More Races, and 8% White. By comparison, across the state, California’s students are 62% SED, 19% EL, 13% SWD, 4% Homeless/Foster Youth, 56% Hispanic/Latino, 5% Black, 13% AFPI, 4% Two or More Races, and 20% White.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) 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. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of Los Angeles. These successful programs led MPS to establish MSA-1 as our first charter school in 2002, and go on to successfully replicate our educational program and philosophy so that today we operate ten total charter schools—with a new campus opening in 2025-26 making our total schools eleven—throughout California: five charter schools authorized by the Los Angeles Unified School District (“LAUSD”), three authorized by the Los Angeles County Board of Education (“LACBOE”), one authorized by the San Diego Unified School District, one (MSA-Santa Ana), authorized by the State Board of Education (“SBE”), and one countywide benefit charter school (MSA-OC) authorized by the Orange County Board of Education. Combined, MPS charter schools now serve nearly 4,000 students 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 graduate from high school, are eligible for, and go on to pursue college degrees and then meaningful careers in STEAM fields.

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-1’s recent achievements include the following highlights, detailed more extensively below:

- Partnership with LA Valley College and LA Mission College for Dual Enrollment Program
- Offering college courses at the MSA-1 site every semester
- Student QuestBridge Finalist who matched with Caltech under Fulbright scholarship
- Congressional Award Program Gold Medalist (two students)
- Amazon Future Engineer Scholarship Award received by student from our Class of 2019
- Graduating Class of 2020 acceptance at California Institute of Technology
- Student participation in Los Angeles City College Math Contest
- Los Angeles Business Journal Best Community Impact Gold Award 2021
- Based on its 2024 national ranking, MSA-1 has been awarded a “U.S. News Best High School Award Badge”³
- New high school building
- Students participated in the Science Olympiad
- Our students participated in a competition (STEAM Expo), which allowed the MPS community and Southern California residents to attend STEAM events to explore STEAM through projects,

³ U.S. News & World Report. Magnolia Science Academy. Accessed July 16, 2024 from <https://www.usnews.com/education/best-high-schools/california/districts/magnolia-science-academy-district/magnolia-science-academy-2626>.

demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities.

- Additionally, MSA-1 hosted an annual STEAM festival at our school site, to help showcase and share the success of students' research projects with invited parents and community members.
- MSA-1 has a very strong Robotics program which helps prepare students to participate in State and National VEX Robotics competitions. We have also hosted competitions at our site. Our 2019 middle school VEX Robotics team qualified to participate in the National Robotics Championship in Iowa.
- We added music program to our academic program
- Offering California Interscholastic Federation ("CIF") sports program
- Hosted and participated in community art festival
- City Champions: Girls Soccer - CIF Division V
- Math SBAC Scores +9%
- Earned Gold recognition on the 2023 AP School Honor Roll
- 75% AP pass rate (score of 3 or more)
- 8 AP Scholars, 4 Scholars with Honor, 2 Scholars with Distinction
- 97% graduation rate for Class of 2023
- Magnolia-wide STEAM Expo champions: three 1st place, three 2nd place, and three 3rd place winners
- Expanded Dual Enrollment program, offering Cinema, Communications, Child Development, and Business courses for 8th through 12th graders
- 25 8th graders successfully completed their first Dual Enrollment class
- Middle School engagement initiatives, including Career Day and Mock Trial team
- Introduced adult courses, including Technology and ESL Levels 2 and 3
- Introduced ELO-P Intersession programs, (LACOE and CDE insist to use ELO-P instead ELOP), including Saturday field trips, Winter Academy, Spring Camp, and Summer enrichment (Coding, VEX Robotics, Martial Arts, etc.)
- Introduced Restorative Circles to enhance community connectedness
- Established partnerships with mobile clinics to increase vaccine accessibility
- 2023-24 Recipient of K12 SWP Computer Grant and CTE Pathway for Computer
- Raised over \$2,800 through Multicultural Food Festival fundraiser
- Conducted first annual Toy Drive, benefitting 150 families from the community
- Active participation in Community Engagement Initiative ("CEI") Cohort V (2024-25)

Independent Study

When COVID-19 "stay-at-home" orders were announced in March 2020, MSA-1 quickly and adeptly made the shift to distance learning. This included equitable technology access, consistent "live"/synchronous learning with teachers, social-emotional support, and basic needs support for students and their families.

We wish to note that during these unprecedented times of worldwide impact from the global COVID-19 pandemic, MPS responded swiftly, flexibly, and adaptably, including during the rapid transition to offsite learning. We are quite proud that by the time we closed school on March 16, 2020, all of our students at all sites were provided Chromebooks and, if needed, free Wi-Fi hotspots to use at home to participate in online learning, meaning that not one student lost learning time due to a lack of access to appropriate technology or Wi-Fi connection.

In the hopefully unlikely event of a subsequent “stay at home” order(s), all students, parents/guardians and teachers will have access to online tools that provide students with access to course materials at home. To ensure quality teaching is being planned and provided, our Chief Academic Officer (“CAO”) would meet (virtually) each day with the Principals, who in turn, would each hold daily morning meetings with their faculty. Principals would also issue daily emails with parents/students, post daily office hours for live communications with parents/families, and schedule video conferences as needed. Parents/guardians would be provided detailed information about online curricular resources, IT support for computer and internet issues, counseling support, Coffee with the Principal (virtually) and other opportunities to connect, and much more. The Chief Executive Officer (“CEO”) and Principals would also communicate weekly with families via our website, social media, and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we have chosen a more asynchronous model in which secondary level teachers would record 8-15 mini-lessons and post daily assignments, and then hold scheduled meetings/office hours with their classes at designated times in Google Classroom.

Our MPS Special Education Coordinator would ensure continued services, including contracted services, for students with disabilities. Our paraprofessionals would continue to provide Resource Specialist Program (“RSP”) through Google Meets or one-on-one phone calls. Our Psychologist/Social Work staff would host small group and one-on-one counseling sessions through Google Meets and by phone. 100% of our students with IEPs would receive services and our coordinator would be in communication with families weekly. Similarly, our instructional aides would continue to provide designated English Language Development (“ELD”) instruction online to our EL students.

MPS also would provide meals (breakfast and lunch) for students on a daily basis, distributed daily between 11:00am-1:00pm, with weekend meals also provided every Friday.

The MPS Board has and would continue to meet for regularly scheduled meetings through Zoom. Agendas would be posted on our website 72 hours prior to regular meetings with Zoom access codes for board members and members of the public.

Community Schools

As of 2023, all of MPS’ charter schools became community schools as part of the California Community Schools Partnership Program. Our community schools have programs and partnerships that support improved academic outcomes, whole-child engagement, and family development. Our goal is to increase equitable student learning outcomes by addressing the conditions for teaching and learning. We support the needs of the whole child by strengthening family and community foundations with approaches that sustain mental and behavioral health through healing-centered practices, social-emotional learning, and restorative justice. Our community schools also ensure that students, families, staff, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. We provide shared decision-making in all aspects of school governance as a key cornerstone of community school implementation within all our community schools.

Magnolia Public Schools prides itself on working with all educational partners, specifically focused on our students’ first teachers, their parents/guardians. As we work to improve and sustain practices that address barriers and create essential conditions for authentic community engagement, we align our

practices and activities to the *Dual Capacity-Building Framework for Family-School Partnerships* (Version 2) by Dr. Karen L. Mapp,⁴ with the help and support of the U.S. Department of Education. We start by addressing the disparate expectations and understanding different stakeholders have regarding family-school engagement, working to bridge any gaps and develop common group by leading workshops with families and staff focused on asset-mapping. We also lead data walks that highlight common responses received in the annual Asset and Needs Assessment surveys. MPS sustains our commitment to authentic engagement opportunities through monthly family meetings and events at each school that are also open to the surrounding community. We also utilize the Plan Do Study Act (“PDSA”) method when testing a change in policy or practice that is implemented among our current family engagement practices.

As community schools, each MPS school also is anchored in the four pillars of community schools that can be found in the *Community Schools Playbook*, a project by the Partnerships for the Future of Learning.⁵ The four pillars include:

- *Integrated Student Supports*: A dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families. Mental and physical health services support student success.
- *Expanded and Enriched Learning Time and Opportunities*: Enrichment activities emphasize real-world learning and community problem solving. After-school, weekend, and summer programs provide academic instruction and individualized support.
- *Active Family and Community Engagement*: Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success; and
- *Collaborative Leadership and Practices*: Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher learning communities.⁶

Through the exchange of “best practices” across our MPS school sites, as well as broader regional and state technical assistance (though monthly and quarterly workshops), we focus specifically on the characteristics of high-quality implementation for each pillar. We are committed in the long run to the ongoing work of advocating for our students, families and the communities we serve, mobilizing resources and partners through collaborative and coordinated efforts for more meaningful impact on the community.

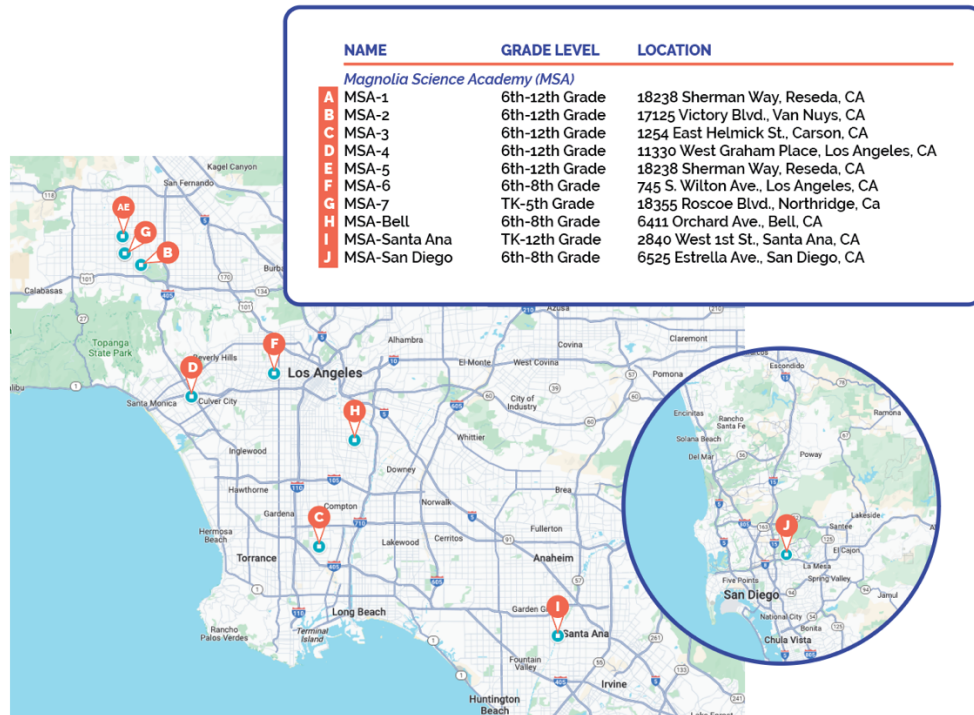
⁴ <https://www.dualcapacity.org/>

⁵ <https://communityschools.futureforlearning.org/>

⁶ <https://communityschools.futureforlearning.org/#section-two>

Current Locations and Grade Levels of MPS Sites

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



MSA-1'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA UNDER EDUCATION CODE §§ 47607 AND 47607.2

As detailed in the recently updated (May 2024) *LACOE Charter Renewals Policy* ("LACOE Policy"):

[A] charter may be renewed or denied renewal based on these criteria found in EC 47605, 47607 and 47607.2:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of EC 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups⁵ served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

(LACOE Policy, p. 7.)

While MSA-1 does not fully agree with LACOE’s summary of applicable legal requirements and standards for charter renewal, in good faith, we have embraced LACOE’s process for renewal and hold any legal arguments in reserve.

MSA-1 is pleased that applicable law, as well as the California Department of Education (“CDE”) determined that MSA-1 is a “**Middle Performing School**” for renewal evaluation purposes.⁷ For middle performing charter schools, LACOE’s summary of Education Code Section 47607.2(b) outlines some of the legal requirements for the chartering authority, including:

Shall consider schoolwide performance and performance of all subgroups on the Dashboard, ***while providing greater weight to performance on measurements of academic performance*** in determining whether to grant a charter renewal.

Shall also consider clear and convincing evidence with ***verified data*** showing either:

(1) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school OR

(2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that: (1) the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND (2) closure is in the best interest of the pupils; AND (3) the decision provided greater weight to the performance on measurements of **academic performance**.

(LACOE Policy, p. 8, emphasis in original.)

We address each of LACOE’s summary criteria in turn below.

MSA-1 Meets Criterion 1 For Renewal with a Sound Educational Program, Strong Capacity and A Reasonably Comprehensive Charter Petition

As noted above, LACOE’s summary Criterion 1 involves review of the statutory reasons for charter petition denial in Education Code Section 47605(c), including:

(1) The charter school presents a sound educational program.

As evidenced by this comprehensive charter petition, LACOE’s past renewal of our charter based on the same educational program, and the state and local indicator outcomes detailed under LACOE’s summary Criterion 2 below, MSA-1 presents a sound educational program for the students we serve. Please also see the discussion below item (2) regarding LACOE staff’s assessment of MSA-1’s educational program.

⁷ <https://www.cde.ca.gov/sp/ch/cspcrformcategory.asp>.

(2) *The petitioners are demonstrably likely to successfully implement the program set forth in the petition.*

As evidenced by this charter petition, LACOE's past renewal of our charter based on similarly successful implementation of the program detailed herein, and the state and local indicator outcomes detailed under LACOE's summary Criterion 2 below, MSA-1 is demonstrably likely to continue successfully implementing our exemplary educational program.

As further evidence of the soundness of MSA-1's educational program and the capacity of our team to successfully implement the program detailed throughout these pages, we offer highlights of the 2022-23 Oversight Protocol reviews provided to MSA-1 by LACOE in anticipation of this renewal: *Instructional Program Review and Governance Review*. The strengths highlighted in these reports are further evidence that MSA-1 presents a sound educational program and capacity to successfully implement the program.

The 10-page LACOE Charter School Office ("CSO") Oversight Protocol **Instructional Program Review** for MSA-1, based on site visits on 11/22/2022 and 5/23/2023, covers six different topics: Educational Program, Services to Special Populations, Curricular Materials, Professional Development & Teacher Qualifications, Ongoing Assessment and Facilities and Operations.⁸

As summarized by LACOE staff:

MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicates that all classes are being instructed by properly certified instructors. Site visits were in-person, and a facility inspection was performed by LACOE prior to the start of school. Both site visits indicated MSA-1 was operating and implementing the educational program reflected in the charter petition. Interim benchmark assessments indicate a need to improve ELA and Math performance. The instructional program aligned with the Common Core State Standards, ELD Framework, and NGSS. Instructional lessons observed were standards-based aligned and provided several instructional strategies. The LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in breakout rooms*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*
- *Student work displayed throughout rooms*
- Students worked in small groups with teacher facilitation*
- *Many formative assessments given within many classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has

⁸ Los Angeles County Office of Education Charter School Office Oversight Protocol **INSTRUCTIONAL PROGRAM REVIEW 2022-23** for Magnolia Science Academy-1 (6-12) ("LACOE 2022-23 Instructional Program Review").

implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person at the school site.

(LACOE 2022-23 Instructional Program Review, pp. 8-9.)

The five-page LACOE CSO Oversight Protocol **Governance Review**, conducted to cover all LACOE-authorized MPS charter schools with upcoming renewals (MSA-1, MSA- 2 and MSA-3 this year, and MSA-5 next year), covers six different topics: Organizational Management, Capacity/Composition, Structure, Clarity, Meetings and Parent and Staff Involvement.⁹

The Governance Review for MSA-1 concludes:

The current board consists of seven members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.

(LACOE 2022-23 Governance Review of MPS, p. 4.)

(3) The petition contains reasonably comprehensive descriptions of all 15 required elements.

The next component of LACOE's summary Criteria 1 is met through this charter renewal petition that contains extensively detailed descriptions – far more than the reasonably comprehensive level required by statute – of all 15 required elements in Education Code Section 47605(c)(5). While we have updated our charter to reflect current practices and new initiatives at our school, our model remains largely the same as what the LACOE Board authorized during our last renewal.

(4) The petition contains an affirmation of each of the conditions described in 47605(e).

See "Affirmations, Assurances and Declarations," preceding Element 1.¹⁰

MSA-1 meets Criteria 1 for renewal.

MSA-1 Meets Criterion 2 as a Middle-Tier School with Strong Performance on the State and Local California School Dashboard Indicators

⁹ LACOE CSO Oversight Protocol **Governance Review** for MSA-1, October 3, 2023 ("LACOE 2022-23 Governance Review").

¹⁰ While not captured in LACOE's summary, the MSA-1 charter petition also complies with Education Code Section 47605(c)(6) by including a declaration of the exclusive public school employer of the Charter Schools employees. Further, the charter document includes "a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed." Education Code Section 47607(b).

We are pleased that the law and the CDE determined that MSA-1 is a “**Middle Performing School**” for purposes of charter renewal, based on the California State Dashboard indicators:¹¹

The Education Code Section 47607(c) to defines “high performing” charter schools and Education Code Section 47607.2(a) defines “low performing” charter schools; Education Code Section 47607.2(b) defines “middle performing” charter schools as those not meeting the definition of high- or low-performing. The statute also instructs:

(b)(1) For all [Middle Performing charter schools], the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the **state indicators** included in [the California School Dashboard reports (“Dashboards”)] and the performance of the charter school on the **local indicators** included in [Dashboards].

(2) The chartering authority shall provide **greater weight** to performance on **measurements of academic performance** in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence [(“Verified Data”)] showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school [or]

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

....

(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making **written findings, setting forth specific facts to support the findings**, that the charter school has **failed to meet or make sufficient progress toward meeting standards** that provide a benefit to the pupils of the school, that closure of the charter school **is in the best interest of pupils** and, if applicable pursuant to paragraphs (2) and (3), that its decision provided **greater weight** to performance on **measurements of academic performance**.

(Education Code Section 47607.2(b) (emphasis added); also noting that a middle performing charter school “shall” be granted a renewal term of five years.)

Two key phrases are explicitly defined by the Education Code within these provisions. First, the Education Code specifically defines the phrase “**measurements of academic performance**”:

(3) For purposes of this section and Section 47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the **California Assessment of Student Performance and Progress** system, or any successor system, the **English Language Proficiency Assessments for California**, or any successor system, and the **college and career readiness indicator**. (Education Code Section 47607(c)(3), emphasis added.)

We note that LACOE’s Policy modifies the standards and requirements established by the state legislature by requiring an accounting of a charter school’s Measurable Pupil Outcomes,” (“MPOs”) from

¹¹ <https://www.cde.ca.gov/sp/ch/csp/performcategory.asp>.

the current charter, even including a “required” table for reporting on specific outcomes based on these MPOs.¹² The policy inaccurately states the standard for denying a charter renewal petition as:

Non-renewal for a Middle Performing school may only be made if the authorizer makes factual findings that the school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school, *including the school’s Measurable Pupil Outcomes*, and that the school’s closure is in the best interest of the pupils (see *EC 47607.2(b)(6)*). In making this determination, the authorizer must show that it provided the greatest weight to the performance on measures of academic performance.

(LACOE Charter Policy, p. 11, emphasis added.)

Again, as defined just above, the “measurements of academic performance” intended to be reviewed for consideration of renewal are those reported on the Dashboards.

In accordance with the State Board of Education’s approved list of “Verified Data” assessments, following our presentation of the Dashboard metrics, MSA-1 presents data from the Measures of Academic Progress (“MAP”) Growth, by Northwest Evaluation Association (“NWEA”), administered in Reading and Mathematics to our students in grades 6-11. We also present compelling evidence of our

¹² While MSA-1 has provided this “required” table, we wish to be clear that the goals and outcomes now considered to be MSA-1’s MPOs were written and added after the charter was authorized, as a condition of renewal. (LACOE Conditions of Authorization for MSA-1, December 16, 2016 (requesting, among other things, that MSA-1, “Provide pupil academic outcomes for all significant student groups served by the school and provide baseline data (2015-16) to current list of Measureable Pupil Outcomes (MPOs) where available.”).) The stated objectives were much more detailed and ambitious than what MSA-1 originally had submitted in the charter, and were drafted years before the COVID-19 pandemic. MSA-1 contests LACOE’s position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement.

We note that Education Code Section 47606.5 requires that each charter school adopt a Local Control and Accountability Plan (“LCAP”) or an update each year (school district-operated schools are included in one larger district LCAP), setting three-year goals and specific outcomes, stating specific actions to achieve each outcome and goal, tied to the eight State Priorities, and allocating resources accordingly. MSA-1’s LCAP and annual budget include stakeholder engagement in goal setting and resource allocation each year, including the Parent Advisory Committee and English Learner Advisory Committee, based on a reflection on data and the prior year’s goals, and they are approved by the MPS Board of Directors. (See Element 4: Governance, below.) This annual reflection and goal-setting/updating process is based on real-time data and careful analysis by our leadership team (at the school site and home office) and school site instructional staff. It is a much more relevant and accurate description of the Charter School’s goals, actions, and outcomes than is a set of MPOs developed when the entire world was different.

LACOE also requires petitioners to go well beyond the scope of the LCAP requirements and cover five years in detail (2025-2030) in the charter petition, based on data that will be two years old (i.e., 2023 Dashboards) at the time the new charter term starts. The LCFF system is intentionally designed so that schools have the benefit of *annual*, recent data when they set goals and make updates. Moreover, A.B. 1505 introduced a significant overhaul of the Charter Schools Act, and made clear that the intent is for charter schools to meet or exceed state averages on each of the state indicators in the Dashboard, and to “meet” the local indicators on the Dashboard, all of which is aligned with the state’s eight priorities (and numerous sub-parts). Education Code Sections 47607(c) and 47607.2. In essence, these are now the goals and outcomes for all charter schools in California.

students' strong post-secondary outcomes, including college enrollment, degrees earned and college persistence rates from the National Student Clearinghouse, as well as CDE's Dataquest.

MSA-1'S 2023 CALIFORNIA SCHOOL DASHBOARD ACADEMIC INDICATORS WARRANT RENEWAL

First, for context, we offer a comparison of the enrollment demographics of MSA-1 to those across the State, using enrollment data from 2022-23 to reflect those students included in the most recently published California School Dashboard reports and other data:

| <i>Enrollment Data</i> | <i>MSA-1</i> | <i>California</i> |
|---|---------------------|--------------------------|
| <i>Total Enrollment</i> | 694 | 5,852,544 |
| <i>% SED</i> | 84.3% | 61.5% |
| <i>% EL + RFEP</i> | 22.5% + 44.4% | 19.0% + 15.9% |
| <i>% SWD</i> | 15.6% | 13.1% |
| <i>% Homeless and Foster Youth (H/FY)</i> | 2.3% + 0% | 3.2% + 0.5% |
| <i>% Hispanic/Latino</i> | 89.5% | 56.1% |
| <i>% Black</i> | 1.6% | 4.7% |
| <i>% American Indian</i> | 0.1% | 0.4% |
| <i>% AFPI</i> | 5.6% | 12.1% |
| <i>% White</i> | 3.0% | 20.1% |

(Source: Dataquest.com.)

In looking at our key student groups especially, MSA-1 has considerably more SED students (84.3%) than the State average (61.5%), more SWD (15.6% compared to 13.1% average across CA), a similar rate of Homeless and Foster Youth (2.3% compared to 3.7% across the State), more Hispanic/Latino students (89.5% compared to 56.1%), and fewer Black (1.6% v. 4.7%), AFPI (5.6% v. 12.1%) and White students (3% v. 20.1%). We also highlight that MSA-1 enrolls significantly more EL students for a typical secondary school in CA and significantly more students who are Reclassified Fluent-English Proficient ("RFEP") after starting in California public schools as English Learners – 44.4% at MSA-1 compared to just 15.9% across California (across all grades). Looking at the rates statewide of RFEP students in secondary grades compared to elementary grade levels shows that from 6th through 12th grades, the percentages of students enrolled across the State who are categorized as RFEP is 16.6% in 6th grade (with 19.5% of 6th graders statewide classified as ELs, compared to 26.3% of Kindergarteners) and by 12th grade, 30.7% of 12th graders are RFEP (with only 11% of 12th graders classified as ELs).

California English Learners, 2022-23

| Grade | Total | English Only (EO) | Initial Fluent English Proficient (IFEP) | English Learner (EL) | Reclassified Fluent English Proficient (RFEP) |
|-------|---------|-------------------|--|----------------------|---|
| KN | 495,811 | 68.5% | 3.7% | 26.3% | 0.0% |
| 01 | 408,992 | 67.6% | 4.8% | 26.1% | 1.3% |
| 02 | 412,063 | 66.1% | 5.9% | 25.0% | 2.9% |
| 03 | 422,562 | 64.5% | 6.6% | 25.0% | 3.8% |
| 04 | 427,660 | 63.0% | 6.1% | 23.6% | 7.3% |
| 05 | 433,631 | 61.1% | 3.7% | 22.9% | 12.1% |
| 06 | 438,615 | 60.0% | 3.8% | 19.5% | 16.6% |
| 07 | 440,296 | 58.4% | 4.0% | 16.5% | 21.0% |
| 08 | 436,192 | 57.1% | 4.2% | 15.6% | 23.0% |
| 09 | 482,164 | 55.0% | 4.2% | 13.7% | 25.3% |
| 10 | 482,613 | 54.9% | 4.3% | 13.1% | 27.2% |
| 11 | 483,009 | 54.1% | 4.6% | 11.8% | 29.3% |
| 12 | 488,936 | 53.3% | 4.6% | 11.0% | 30.7% |

Source:

<https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=00&agglevel=State&year=2022-23&ro=y>

At MSA-1, we start with significantly more EL students in 6th grade (32.4%), with 30.5% RFEP, and by 12th grade we have 10.4% EL and 54.5% RFEP.

MSA-1 English Learners, 2022-23

| Grade | Total | English Only (EO) | Initial Fluent English Proficient (IFEP) | English Learner (EL) | Reclassified Fluent English Proficient (RFEP) |
|-------|-------|-------------------|--|----------------------|---|
| 06 | 105 | 23.8% | 13.3% | 32.4% | 30.5% |
| 07 | 113 | 23.0% | 9.7% | 28.3% | 38.9% |
| 08 | 126 | 23.8% | 14.3% | 23.0% | 38.9% |
| 09 | 82 | 19.5% | 14.6% | 24.4% | 41.5% |
| 10 | 113 | 13.3% | 10.6% | 20.4% | 55.8% |
| 11 | 78 | 14.1% | 16.7% | 12.8% | 56.4% |
| 12 | 77 | 13.0% | 22.1% | 10.4% | 54.5% |

Source:

<https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19101996119945&agglevel=School&year=2022-23&ro=y>

We note that for 2023-24, MSA-1's demographics remained largely constant, with 89.9% SED, 24.4% EL, 43.3% RFEP, 15.3% SWD, 3.5% H/FY, 89.8% H/L, 0.7% Black, 0.1% American Indian, 4.7% AFPI, and 4.2% White. We also note that enrollment increased by 20 students this year in 2023-24, to a total of 714.¹³

The graphic below illustrates MSA-1's schoolwide performance on the state and local indicators in 2022-23:



Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

For the measures of academic performance, MSA-1 achieved:

- Green, the second highest tier, in English Learner Progress Indicator ("ELPI")
- Yellow, the middle tier, in Graduation Rate and Mathematics
- Orange, the second lowest tier, in English Language Arts
- Very High (no color), the highest tier, for College/Career Indicator

In the non-academic metrics, MSA-1 was Yellow, middle tier, for Chronic Absenteeism (reported for grades 6-8 only) and Orange, the second lowest tier, for Suspension Rate.

In five out of seven metrics, MSA-1 achieved the same or performance than the California average on the Dashboard:

- Performance the same or higher than the State: English Learner Progress, College/Career Indicator, Graduation Rate, Chronic Absenteeism, Suspension Rate
- Performance lower than the State: ELA, Math

¹³ Source: <https://dq.cde.ca.gov/dataquest>

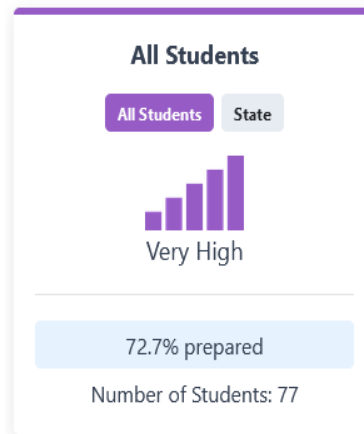
2023 Dashboard Status

| | MSA-1 | State |
|--------------------------|---------------------------------|---------------------------------|
| ELA | | |
| Math | -82.7 DFS | -49.1 DFS |
| English Learner Progress | 55.4% making progress | 48.7% making progress |
| College/Career Indicator | 72.7% prepared | 43.9% prepared |
| Graduation Rate | 94.9% graduated | 86.4% graduated |
| Chronic Absenteeism | 23.5% chronically absent | 24.3% chronically absent |
| Suspension Rate | 3.5% suspended at least one day | 3.5% suspended at least one day |

The 2023 Dashboard indicates that MSA-1 meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

COLLEGE/CAREER INDICATOR (“CCI”)

We are quite proud of MSA-1’s Class of 2023 and their achievement of a “very high” score on the 2023 Dashboard College/Career Indicator, with 72.7% of graduating students considered “Prepared” for College and/or Career, *28.8 percentage points higher than the State average of 43.9%.*



Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>.¹⁴

The CCI “includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school.”¹⁵ As detailed in the California Department of Education’s *2023 Dashboard Technical Guide: College and Career Indicator (“CCI”)*, “[T]he CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (“CTE”) Pathway, (b) course requirements for meeting

¹⁴ All MSA-1 Dashboard tiles included herein are sourced from the same 2023 CA School Dashboard report.

¹⁵

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=6119945&reporttype=sgroups>

University of California (“UC”) or California State University (“CSU”) requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student’s individual interests.”¹⁶

As a very small high school with approximately 70 students per graduating class in recent years, all of the broad offerings contemplated by the CCI are not realistic for our small school. The specific metrics included in the CCI are:

- **Met via Career Technical Education Pathway Completion [Not offered at MSA-1.]**
- **Met via Smarter Balanced Assessment**
At least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.
- **Met via College Credit Course**
Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
- **Met via Advanced Placement**
A score of 3 or higher on two Advanced Placement (AP) Exams.
- **Met via International Baccalaureate [Not offered at MSA-1]**
- **Met via a-g Completion**
Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C or better, plus one of the following criteria:
 - CTE pathway completion with a C- or better in the capstone course
 - Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area.
 - One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
 - A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.
- **Met via State Seal of Biliteracy**
Earned the State Seal of Biliteracy and scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.
- **Met via Leadership/Military Science [Not offered at MSA-1]**¹⁷

The criteria for a student to be considered “Approaching Prepared” are as follows:

Met via Career Technical Education Pathway Completion [Not offered at MSA-1.]

Career Technical Education (CTE) pathway completion with a C- or better in the capstone course.

Met via Smarter Balanced Assessment

¹⁶ CA Department of Education, 2023 Dashboard Technical Guide: College and Career Indicator (CCI), 2023, p. 2.

¹⁷

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=6119945&reporttype=sgroups> (emphasis added)

Scored at least level 2 "Standard Nearly Met" on both the English language arts (ELA) and Mathematics Smarter Balanced Summative Assessments.

Met via College Credit Course

Completion of one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

Met via a-g Completion

Completion of courses that meet the University of California (UC) or California State University (CSU) a-g criteria with a C or better.

Met via Leadership/Military Science [Not offered at MSA-1.]

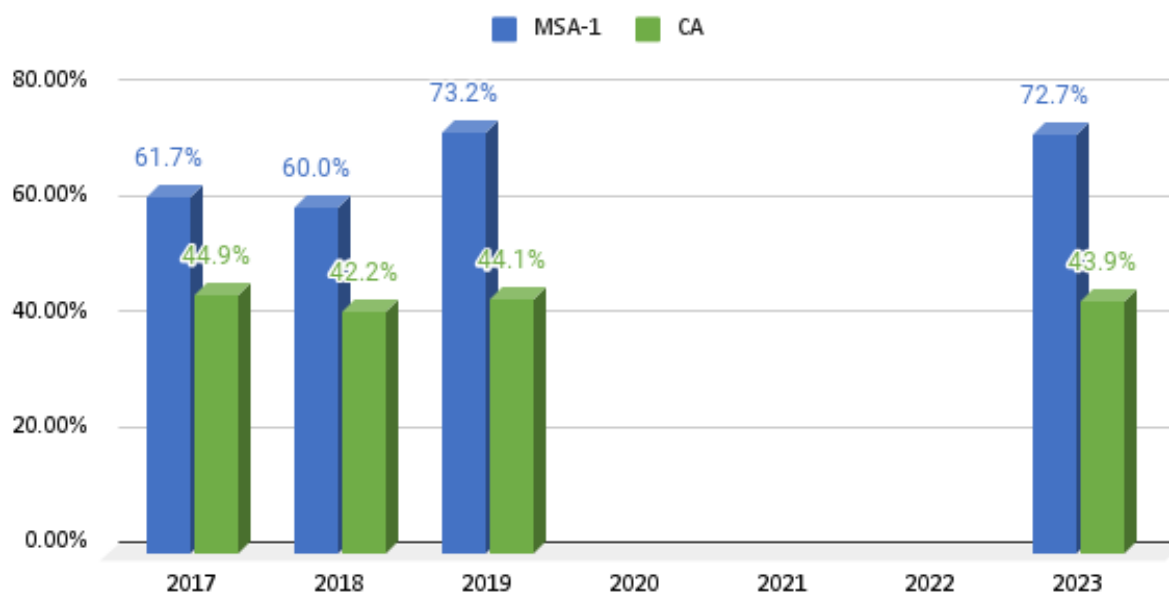
Source:

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=6119945&reporttype=sgroups>
(emphasis and bracketed notes added).

Notwithstanding the fact that our school is small, we are pleased that MSA-1's CCI has outpaced the State averages each year it has been issued, by approximately 20 to 30 percentage points both pre- and post-pandemic:

College Career Indicator (CCI)

Excludes 2020 - 2022 (no Dashboard data due to COVID)



At MSA-1, given that our graduation requirements align with the A-G requirements to be eligible for enrollment at one of the state's acclaimed University of California ("UC") or California State University ("CSU") campuses, it is not surprising that 100% of our 2023 graduating cohort that met the CCI requirements did so via fulfilling A-G requirements plus either: (1) a "3"/Met standards on one subject of the CAASPP and a "2"/Nearly Met standards on the other CAASPP subject when the student was in

11th grade; (2) one semester of college coursework in our dual enrollment program with a grade of C- or better; or (3) a score of “3” or higher on an AP exam.¹⁸

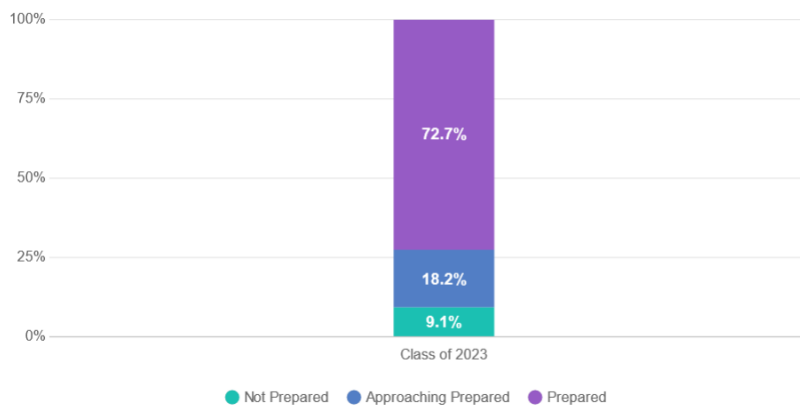
In addition to the 56 graduating seniors in 2023 who met the A-G-“plus” criteria on the CCI, subsets of our graduating seniors also met the CCI via additional criteria:

- Scoring 3/Standard Met on both ELA and Math on the CAASPP when they were in 11th grade (26.8% of our graduates who met the CCI “prepared” criteria);
- Completing two semesters, three quarters or three trimesters of college coursework with a grade of C- or better in academic subjects (26.8% of those who met the CCI criteria)
- Scoring 3 or higher on two AP exams (41.1% of those who met the CCI), or
- Earning the State Seal of Biliteracy¹⁹ plus scoring 3/Standard Met on the CAASPP ELA (33.9% of CCI-achievers.²⁰

Beyond the 72.7% of our 2023 graduates who were “prepared” on the CCI, an additional 18.2% of our graduating seniors were “Approaching Prepared” on the CCI, leaving just 9.1% “Unprepared,” compared to 37.5% across the State who graduated “Unprepared.” Notably, the entire group of 14 students who were rated “Approaching Prepared” met the criteria via the A-G-Plus option, which is aligned with our graduation requirements.²¹

College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.



¹⁸ A fourth option involves CTE pathways, which MSA-1 does not offer.

¹⁹ The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. (<https://www.cde.ca.gov/sp/ml/documents/requiremntsposter.pdf>)

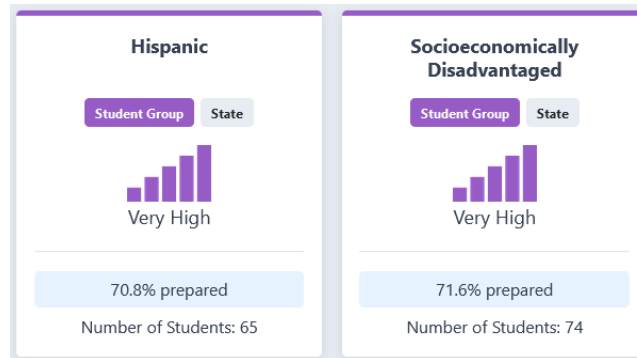
²⁰

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=6119945&reporttype=sgroups>

²¹ Currently, the Golden State Seal Merit Diploma is not included in the CCI, but 33 of our 73 Class of 2023 regular high school diploma graduates earned this honor. To be eligible for the Golden State Seal, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, including mathematics, English language arts, science, and United States history.

<https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=school&year=2022-23&cds=19101996119945&ro=y>.

As a small school with small graduating cohorts (77 students in 2023), MSA-1 had just two statistically significant student groups: Hispanic/Latino students (89.5% of total enrollment) and SED students (84.3% of total enrollment). In addition, data was reported for EL (just 11 students in the graduating class) and SWD (13 students) student groups.²² Not surprisingly, given that Hispanic/Latino and SED students comprise most of the school, these groups were also “Very High” on the CCI with 70.8% and 71.6% prepared, respectively, consistent with the overall rate of 72.7%.



Also, data was reported for our EL and SWD student groups even though they had just 11 and 13 students respectively – meaning *one student represents almost 10 percent of the outcome for the group* -- with 36.4% and 30.8% of those small groups, respectively, rated “Prepared” and another 36.4% and 46.2%, respectively, rating “Approaching Prepared.”

Students in the Combined Cohort or DASS Graduation Rate by Student Group

| Cohort | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---------------|--------------|------------------|-----------------|-------|----------|----------|------------------|-------|-------------------|------------------|---------------------------------|----------------------------|-----------------|-------------------|
| Cohort Totals | 77 | -- | -- | 4 | 3 | 65 | -- | 5 | -- | 11 | 74 | 13 | -- | 6 |

Percentage of Students by CCI Level for each Student Group

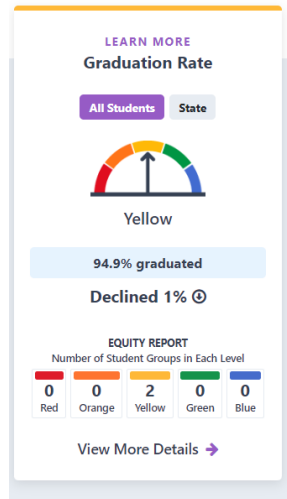
| CCI Level | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---------------------------------|--------------|------------------|-----------------|-------|----------|----------|------------------|-------|-------------------|------------------|---------------------------------|----------------------------|-----------------|-------------------|
| Percentage Prepared | 72.7% | -- | -- | * | * | 70.8% | -- | * | -- | 36.4% | 71.6% | 30.8% | -- | * |
| Percentage Approaching Prepared | 18.2% | -- | -- | * | * | 20.0% | -- | * | -- | 36.4% | 18.9% | 46.2% | -- | * |
| Percentage Not Prepared | 9.1% | -- | -- | * | * | 9.2% | -- | * | -- | 27.3% | 9.5% | 23.1% | -- | * |

Source:

<https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=6119945&reporttype=sgroups>

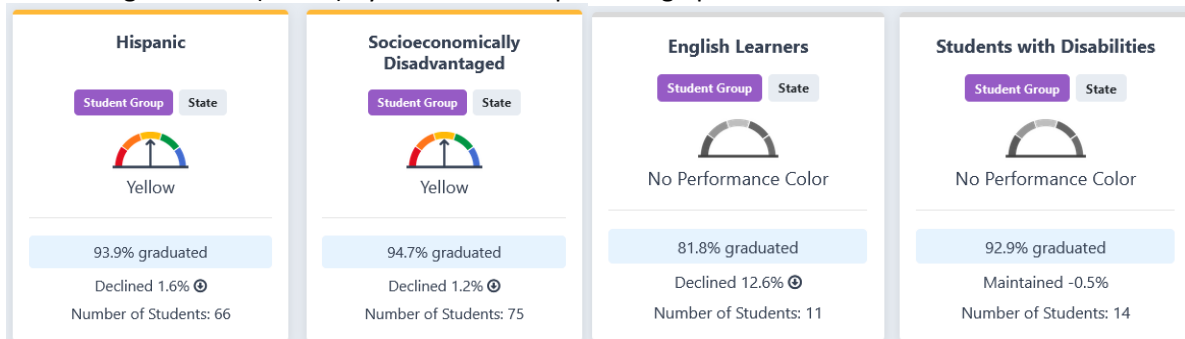
²² As LACOE notes in its Charter Renewal Policy, the state is moving towards using the phrase “student groups” rather than “subgroups” in order to avoid any “negative connotations, especially in the context of historically marginalized groups and racial populations,” yet the phrase “student group” is not always used in state data reporting. We use the term subgroup and student group in this charter petition interchangeably and have strived to use appropriate language. We also note that LACOE states that “A subgroup consists of at least 30 pupils,” thus in many cases herein, we present data where our subgroups had far fewer students. (LACOE Policy, p. 7, fn 5.)

GRADUATION RATE



In 2023, MSA-1's graduation rate was 94.9%, reflecting a slight decline of 1% point from the prior year (equivalent to less than one student). Despite this, MSA-1's rate remained 8.5 percentage points higher than the statewide graduation rate, which also saw a 1% point decline to 86.4%.

Both of our two statistically significant student groups – Hispanic and SED – similarly were in the Yellow, with 93.9% of our Hispanic students graduating and 94.7% who are SED graduating. This compares to 84.2% of Hispanic/Latino students statewide graduating in 2023, and 83.7% of SED students. While not issued a color tier due to small student-group size, *81.8% of our English Learners and 92.9% of our SWD graduated in 2023*, higher than the state average of English learners (73.5%) by 8.3 percentage points and average of SWD (72.7%) by more than 20 percentage points.

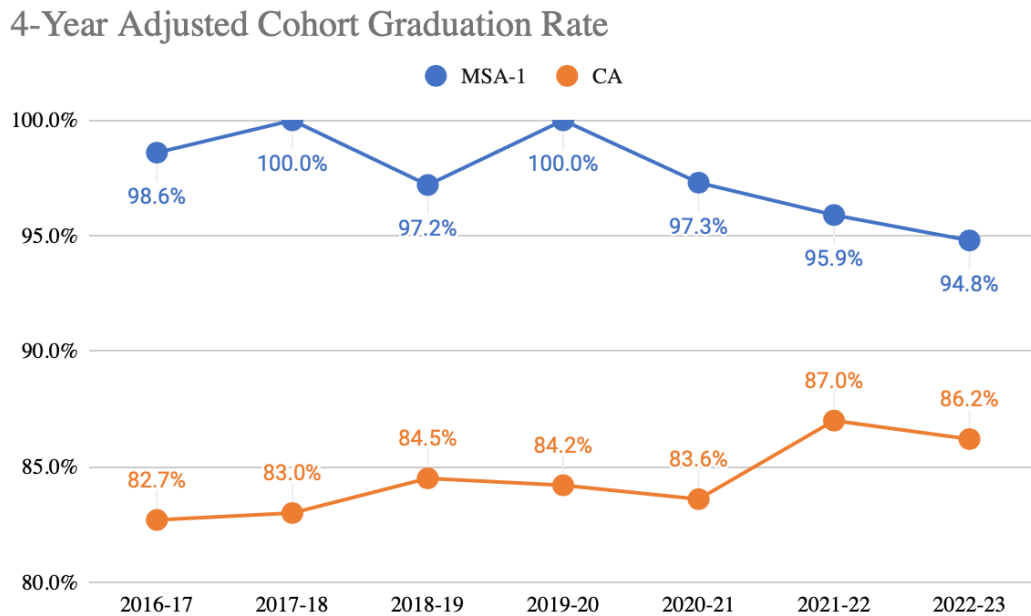


Source: <https://www.caschooldashboard.org/reports/19101996119945/2023/academic-engagement#graduation-rate>

MSA-1 has achieved consistently strong graduation rates, even through the global pandemic, with rates between 94.8% to 100% between 2018 and 2023 – each year higher than the State averages; we are pleased to report that in 2024, based on internal data, we reached 100% graduation again for the first

time since the pandemic began in spring 2020.²³ The graphic below includes data from the 4-year Adjusted Cohort Graduation Rate; while CDE combines the 4-Year and 5-Year rates to calculate the Graduation rate reported on the Dashboards, there were no graduation rates reported in 2020 and 2021, so we use the 4-Year Adjusted rates here, which are very close to the Dashboard grad rates in the years those were available.

4-Year Adjusted Cohort Graduation Rate



Source: <https://dq.cde.ca.gov/dataquest>

A-G Completion Rate

While not published as a Dashboard metric, we are exceptionally proud of the fact that even during and through the pandemic, we were still able to ensure that our graduates met A-G requirements. MSA-1 achieved between 84.6% and 95.9% A-G completion every year except 2021-22, at the conclusion of the pandemic, when it was a still-impressive 75.7%. This level of A-G success significantly surpasses the A-G completion rates across California, which ranged from 49.9% to 52.4% over the past six years with published data. Additionally, MSA-1's rates far exceed the A-G completion rates across L.A. County, which ranged between 53.6% and 59.8%.²⁴

²³ <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=school&year=2022-23&cde=19101996119945> and internal data.

²⁴ <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=county&year=2022-23&cde=19>

A-G Completion Rate

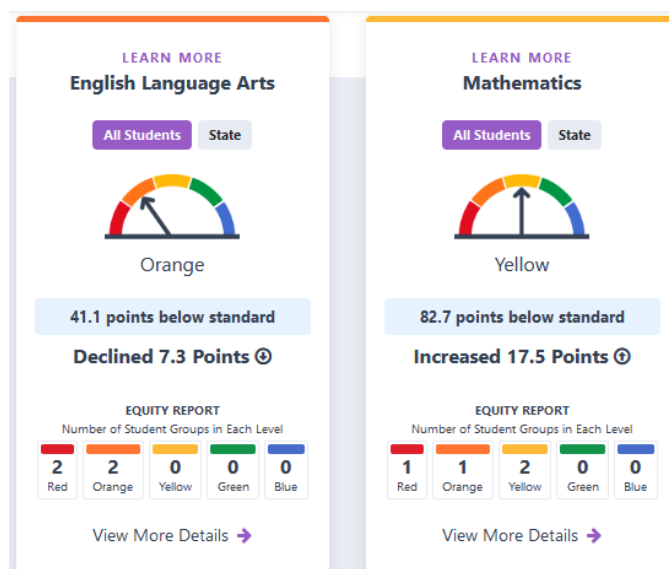
| | MSA-1 | Los Angeles County | State |
|---------|-------|--------------------|-------|
| 2022-23 | 95.9% | 59.8% | 52.4% |
| 2021-22 | 75.7% | 58.2% | 51.4% |
| 2020-21 | 87.5% | 58.7% | 52.1% |
| 2019-20 | 84.6% | 53.6% | 50.9% |
| 2018-19 | 94.2% | 56.6% | 50.5% |
| 2017-18 | 85.0% | 56.2% | 49.9% |

Source: <https://dq.cde.ca.gov/dataquest>

MSA-1's consistent track record with A-G completion highlights our commitment to positioning our students for post-secondary success.

California Assessment of Student Performance and Progress

On the 2023 California Assessment of Student Performance and Progress ("CAASPP"), MSA-1's 6th to 8th and 11th graders were in the Orange tier, with a score of -41.1 Difference from Standard ("DFS") in English Language Arts ("ELA"). In Math, MSA-1's students were in the Yellow tier, with a score of -82.7 DFS. This was a significant increase of 17.5 points over the prior year, while ELA unfortunately dipped 7.3 points.



Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

Equity Report: Student Group Performance on the CAASPP in ELA

MSA-1's student group performance in English Language Arts (ELA) compared to State averages is noteworthy:

- **Socioeconomically Disadvantaged (SED) students**—representing 84.3% of our enrollment—scored -45.7 DFS in ELA, closely aligned with the State average for SED students at -42.6 DFS. In comparison, SED students within the Los Angeles Unified School District (LAUSD), where MSA-1 is located, scored -46.1 DFS.

- **Hispanic/Latino students**—accounting for 89.5% of our enrollment—scored -46.7 DFS, which is comparable to the statewide average of -40.2 and LAUSD’s Hispanic/Latino students, who scored -43.1 DFS in ELA.
- **English Learners (ELs)** at MSA-1 scored -107.2 DFS, in contrast to -67.7 statewide and -87.8 across LAUSD.
- **Students with Disabilities (SWD)** scored -114.1 DFS in ELA, compared to -96.3 statewide and -111.8 across LAUSD.

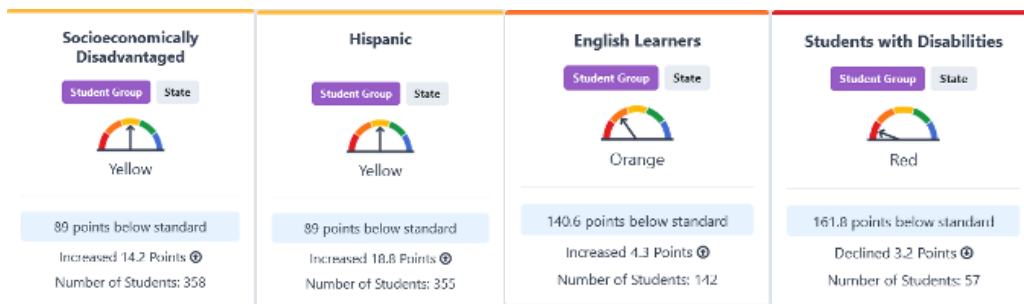


Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

Equity Report: Student Group Performance on the CAASPP in Math

In Math, MSA-1’s student group performance against the State averages also are compelling:

- SED students -89 DFS in Math in 2023, very close to the Statewide average for SED of -80.8, and LAUSD’s SED Math score of -78.4 DFS.
- Hispanic/Latino students also scored -89 DFS, and the CA average also was -80.8, with the LAUSD average -78.9 DFS
- ELs at MSA-1 were -140.6 DFS compared to -93.4 across CA, and -106 across LAUSD.
- SWD were -161.8 DFS, compared to -127.3 across CA and -140.3 across LAUSD.

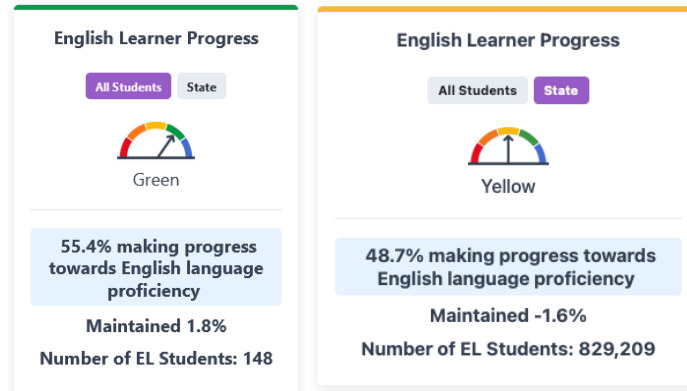


Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

While we are pleased with our under-resourced students’ performance compared to their peers across Los Angeles and California, we know there is much work to be done to increase these outcomes.

English Learner Progress Indicator

MSA-1 is serving our EL students well. On the Dashboard's English Learner Progress Indicator ("ELPI"), MSA-1 in 2023 was rated Green, and 55.4% of our 148 EL students made at least one year's progress towards English language proficiency, compared to 48.7% across the State. LAUSD had an ELPI in 2023 of 48.4%.



Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

We note that while the Dashboard only published the overall "percentage of students making progress towards English language proficiency" for three of the past six school years (2019, 2022 and 2023), MSA-1 outperformed the State average each of those years by a range of 3.3 to 6.7 percentage points.

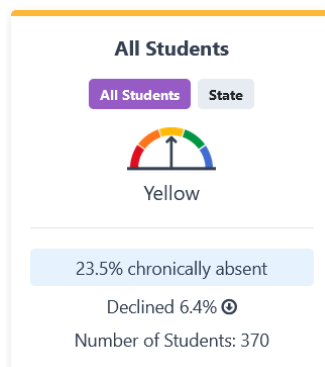
ELPI for MSA-1 and California

| | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 |
|-------|-------|-------|------|------|-------|------|
| MSA-1 | 55.4% | 53.6% | - | - | 52.6% | - |
| LAUSD | 48.4% | 51.4% | | | 45% | |
| State | 48.7% | 50.3% | - | - | 48.3% | - |

Source: <https://www.caschooldashboard.org>

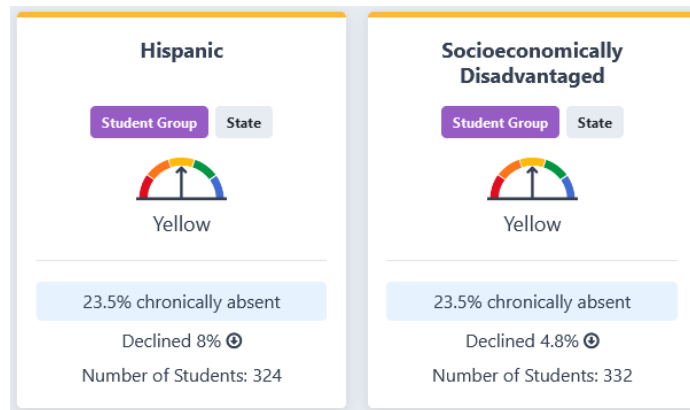
We turn now to the "non-academic" metrics on the Dashboard, and then address our "verified data."

CHRONIC ABSENTEEISM



Chronic absenteeism “shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. For accountability, the Chronic Absenteeism indicator only applies to students in grades Kindergarten through grade 8.”²⁵ Like schools across the nation, since the start of the pandemic, MSA-1 continues to struggle with high rates of chronic absenteeism. In 2022-23, we were pleased that chronic absenteeism declined 6.4 percentage points to 23.5% (only reported for our middle grades students in 6-8), slightly better than the State average that year of 24.3%, and better than the LAUSD average of 31%.²⁶

The School’s statistically significant student groups also performed better than the State: Hispanic/Latino and SED students were both 23.5% chronically absent, compared to 28.4% across the State for Hispanic/Latino and 29.9% for SED.



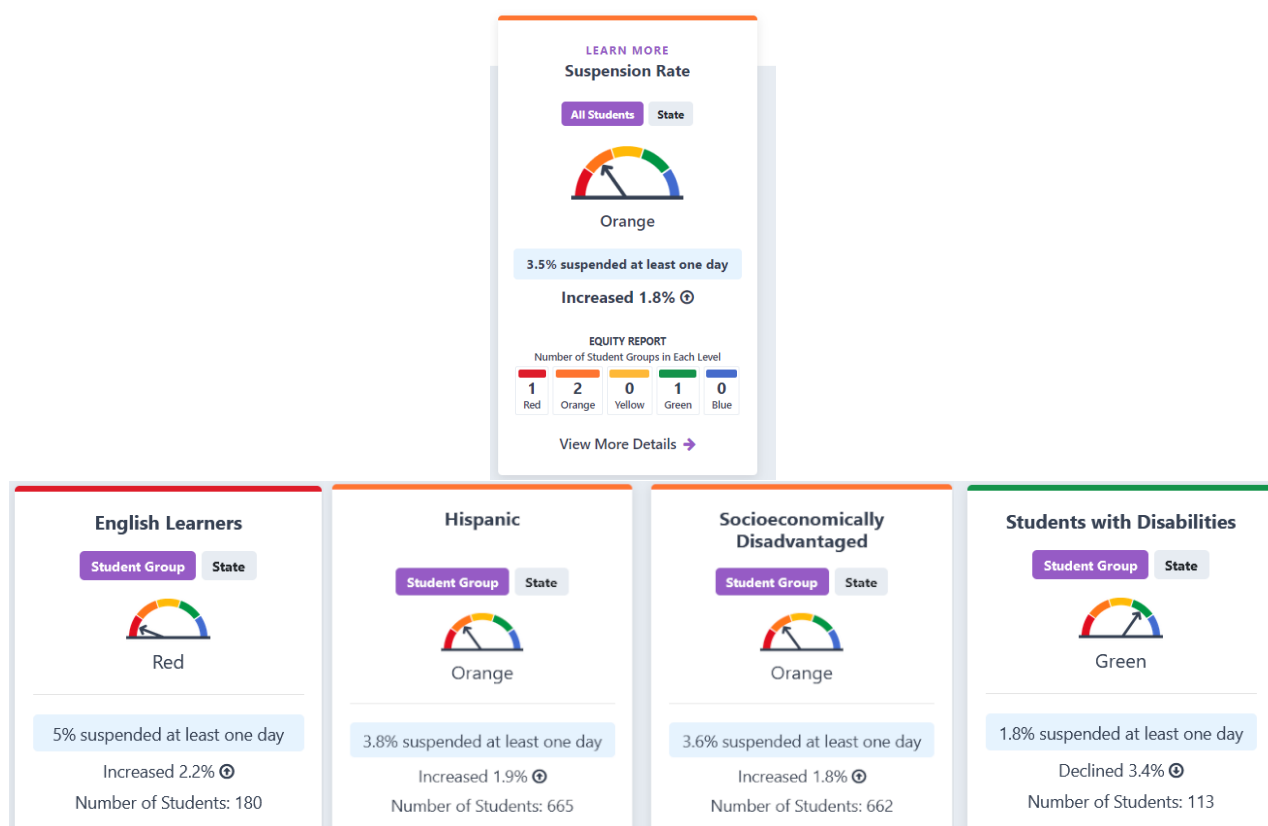
Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

SUSPENSION

For the 2023 CA Dashboard Suspension Rate, MSA-1 had a suspension rate of 3.5% of students suspended at least one day, on par with the State average of 3.5%. This was the highest suspensions have been during this extended charter term, with zero suspensions in 2017-18, and a range between 0-2.3% from 2018-19 through 2021-22.

²⁵ <https://www.caschooldashboard.org/about/glossary>

²⁶ <https://www.caschooldashboard.org/reports/19101996119945/2023> and <https://www.caschooldashboard.org/reports/19647330000000/2023>



Source: <https://www.caschooldashboard.org/reports/19101996119945/2023>

With the exception of English learners, our statistically significant subgroups similarly maintained suspension rates comparable or lower than the State averages: Hispanic Latinos at 3.8%, same as the State; SED had 3.6% suspensions, lower than the State average of 4.5%; ELs had 5% suspensions compared to 3.7% across CA and SWD had 1.8% suspensions, 4.1 percentage points below the CA average for their peers of 5.9%.

ADDITIONAL DATA HIGHLIGHTING MSA-1's SUCCESS

Enrollment and Student Retention/Stability Rate

During this extended charter term that began with the 2017-18 school year, LAUSD, our surrounding school district, has lost 91,512 students from its enrollment rolls, approximately 15% of its total enrollment.²⁷ MSA-1 continues to be not only *fully enrolled*, but also increasing in enrollment from 543 students in 2017-18 to 714 students in 2023-24. Most recently, MSA-1 opened a new high school building in 2019, allowing for more classroom space and the opportunity to enroll more students, after years of being limited by LAUSD's approach to Proposition 39 facilities for charter schools. We also have weathered the impacts of the global pandemic well, with retention rates this charter term (with data available through 2022-23) ranging from 89.0-98.6%. Our student stability rate has been higher than the State average each of the past six years except 2022-23 (89% at MSA-1 compared to 91.2% across CA), and has been higher than the LAUSD average each of the past six years.

²⁷ <https://data1.cde.ca.gov/dataquest/dqcensus/EnrGrdYears.aspx?cds=1964733&agglevel=district&year=2023-24>

Stability Rates

| School Year | MSA-1 | LAUSD | California |
|--------------------|--------------|--------------|-------------------|
| 2022-23 | 89.0% | 87.5% | 91.2% |
| 2021-22 | 94.3% | 84.6% | 89.8% |
| 2020-21 | 98.6% | 90.5% | 92.3% |
| 2019-20 | 95.6% | 88.8% | 92.0% |
| 2018-19 | 94.6% | 87.5% | 91.0% |
| 2017-18 | 96.0% | 87.5% | 91.0% |

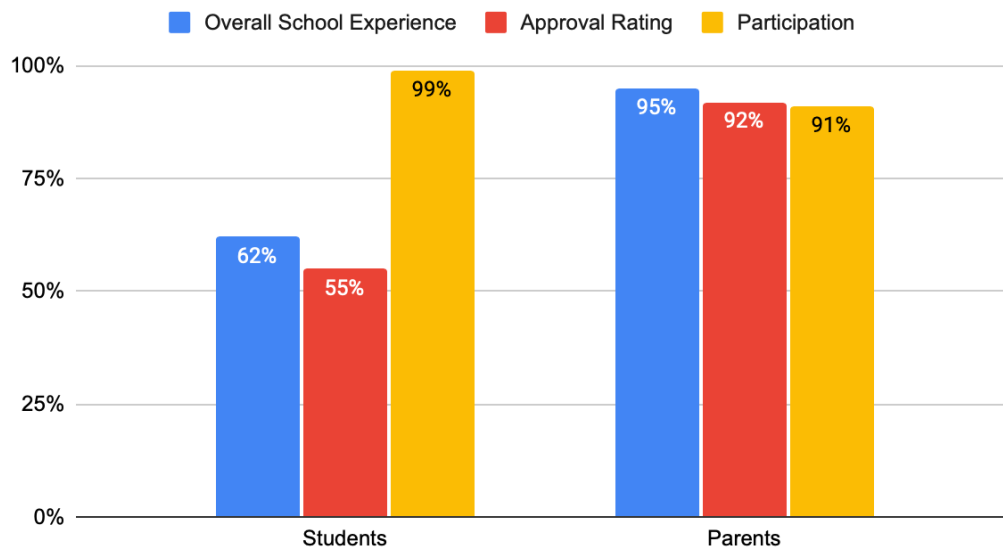
Source: <https://dq.cde.ca.gov/dataquest/>

Stakeholder Surveys

MSA-1 has a strong home-school connection. In the 2022-23 school year, MSA-1 administrators and teachers completed home visits for 128 students (about 18.3% of the school population), to talk with students and their families about the school, the student's goals and progress, and family concerns.

MSA-1 conducts annual surveys to measure satisfaction levels and gather important feedback from students, staff and parents. In the most recent 2023-24 survey, participation rates were 100% of staff, 99% of students, and 91% for families. These results are shared with the entire school community, including the Board. We are pleased that parents report high levels of satisfaction, though we note that according to the survey, student satisfaction rates needs to be increased. In most cases our students selected "neutral" in their responses and did not state that they were unsatisfied or disagreed with the statements in the survey, yet we are working to increase overall satisfaction. MSA-1 is utilizing Student Government to help assess student needs and requests, and our leadership is discussing areas of improvement with the Parent Advisory Committee.

MSA-1 2023-24 Satisfaction Rates



Source: internal survey data

As all of the foregoing data shows – with “greater weight” on the academic data – MSA-1 meets the first part of Criterion 2 for renewal.

MSA-1 Also Meets the Second Part of LACOE’s Criterion 2 for Renewal Via “Verified Data” Including NWEA MAP Growth and Post-Secondary Data from the National Student Clearinghouse and Dataquest

In addition to the state-published data detailed in the prior section, MSA-1 also has “verified data” demonstrating that the Charter School has attained measurable increases in academic achievement, defined as one year’s progress for each year in school, and has demonstrated strong post-secondary outcomes, beyond that of similar peers across the state. We first address the internal benchmark assessment we use, NWEA MAP Growth. A comprehensive breakdown of MSA-1’s MAP test results can be found in Appendix A.

NWEA MAP Growth

The State Board has approved the use of NWEA MAP Growth as “verified data,” and in May 2023, published guidance on the use of MAP Growth and “how data from their indicators should be used to understand one year’s progress.” As stated by the State Board of Education:

| Assessment | Publisher guidance |
|--------------------|--|
| MAP Growth by NWEA | <p>To demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth using the NWEA Conditional Growth Index (CGI) metric. This metric is a standard score (z score or effect size), expressed in standard deviation units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of growth. <i>A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject,</i> as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.</p> <p><i>MAP Growth has both student and school growth norms,</i> and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms.</p> |

<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx> (emphasis added).

In looking at specific student growth, “Average Growth is the amount of growth demonstrated, on average, for students in the same grade and subject and with similar starting achievement. This is the

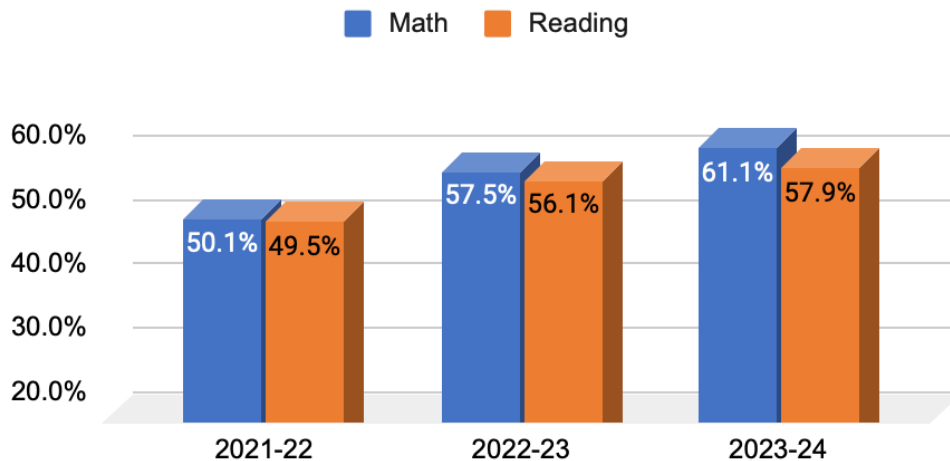
default “growth projection” in NWEA® reports. Approximately 50% of similar students meet or exceed this level of growth.”²⁸

In order to better track student growth and mastery of grade-level content standards over time, MSA-1 implemented nationally normed NWEA MAPs benchmark assessments starting in 2014-15. The following tables summarize MSA-1’s 2023-24 Fall to Spring NWEA MAPs results, per grade level cohort (middle grades followed by high school grades), across the two subjects tested: Reading and Math. We focus for these purposes on two key metrics and their corresponding percentile ranking, as explained by the State Board report above:

| | |
|--|-----------------------------|
| School Conditional Growth Index | -0.2 to 0.2 |
| Percentage of Students Who Met Growth Projection | 50 th percentile |

As illustrated in the detailed tables below, as well as tables in the Appendices that include student group data, over the past three years, based on internally-calculated weighted averages, MSA-1’s students have met (or very nearly met, in the case of 2021-22’s Reading average) the NWEA nationally-normed growth standard each year of 50% of students meeting or exceeding the projected growth targets for both Math and Reading.

NWEA MAP Percent Met Growth Projection Schoolwide Average



Source: NWEA MAP Growth data reports.

A detailed grade-level breakdown shows that in 2023-24, every grade level (6-11) met both the CGI growth and the percentage of students meeting growth projections across every metric (shaded in green) with the sole exception being that 47.5% of the 6th grade cohort in Reading met their individual targets for the year – close to the 50% national norm. Each grade level’s CGI was higher than -0.2 (which effectively serves as the statistically-adjusted “zero,” above which we hope to see the CGI), in most cases by a significant margin: in Math, the overall CGI (not provided directly by NWEA; calculated by Magnolia using a weighted average) was 1.56 and in Reading it was 1.13. Out of 24 total metrics (two

²⁸www.nwea.org/uploads/2020/09/MAP-Growth-Goal-Explorer-Users-Guide_NWEA_Guide.pdf

measures for each grade level in two different subjects), MSA-1's students met an impressive 23/24 annual grade-level growth projections/CGI targets from NWEA.

| 2023-24 NWEA MAP Math | | | | | | 2023-24 NWEA MAP Reading | | | | | |
|-----------------------|---------------|--|--|--|--|--------------------------|---------------|--|--|--|--|
| Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection | Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection |
| | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% | | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% |
| 6 | All Students | 111/111; 100% | 111/111; 100% | 1.1 | 64.7% | 6 | All Students | 105/107; 98% | 108/108; 100% | -0.04 | 47.5% |
| 7 | All Students | 117/121; 97% | 130/130; 100% | 0.95 | 57.7% | 7 | All Students | 109/114; 96% | 126/126; 100% | 1.96 | 66.7% |
| 8 | All Students | 116/116; 100% | 118/119; 99% | 1.39 | 56.1% | 8 | All Students | 115/115; 100% | 113/116; 97% | 0.32 | 51.4% |
| 9 | All Students | 98/101; 97% | 98/102; 96% | 0.98 | 55.7% | 9 | All Students | 94/99; 95% | 97/99; 98% | 0.85 | 51.7% |
| 10 | All Students | 78/78; 100% | 82/82; 100% | 4.41 | 78.1% | 10 | All Students | 74/75; 99% | 79/79; 100% | 2.00 | 65.8% |
| 11 | All Students | 104/104; 100% | 99/100; 99% | 1.49 | 59.2% | 11 | All Students | 103/103; 100% | 99/100; 99% | 1.90 | 65.3% |
| Overall* | All Students | 624/631; 99% | 638/644; 99% | 1.56 | 61.1% | Overall* | All Students | 600/613; 98% | 622/628; 99% | 1.13 | 57.9% |

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 NOTE: Excludes EL Students enrolled in US school on or after May 31, 2023
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

In 2022-23, again, the internally calculated overall CGI in Math was an impressive 0.87 and in Reading 0.66, with 57.5% of students meeting their individual growth projections in Math and 56.1% meeting their projections in Reading. MSA-1's students in 2022-23 met the NWEA's annual growth projections in 20 of the 24 annual growth projections/CGI targets.

| 2022-23 NWEA MAP Math | | | | | | 2022-23 NWEA MAP Reading | | | | | |
|-----------------------|---------------|--|--|--|--|--------------------------|---------------|--|--|--|--|
| Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection | Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection |
| | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% | | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% |
| 6 | All Students | 105/106; 99% | 109/110; 99% | -0.18 | 44.8% | 6 | All Students | 104/106; 98% | 106/110; 96% | -1.47 | 39.6% |
| 7 | All Students | 111/112; 99% | 118/119; 99% | 0.92 | 58.7% | 7 | All Students | 111/112; 99% | 117/119; 98% | 1.36 | 65.4% |
| 8 | All Students | 126/127; 99% | 126/126; 100% | 1.32 | 63.7% | 8 | All Students | 126/127; 99% | 125/126; 99% | 1.89 | 67.5% |
| 9 | All Students | 78/82; 95% | 82/83; 99% | 0.62 | 51.4% | 9 | All Students | 78/82; 95% | 78/83; 94% | -0.07 | 52.2% |
| 10 | All Students | 115/116; 99% | 109/111; 98% | 1.0 | 60.2% | 10 | All Students | 113/116; 97% | 109/111; 98% | 1.35 | 60.6% |
| 11 | All Students | 78/79; 99% | 73/74; 99% | 1.49 | 63.9% | 11 | All Students | 77/79; 97% | 72/74; 97% | 0.34 | 41.4% |
| Overall* | All Students | 613/622; 99% | 618/623; 99% | 0.87 | 57.5% | Overall* | All Students | 609/622; 98% | 607/623; 97% | 0.66 | 56.1% |

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

Not surprisingly, for 2021-22, the first year of return to in-person learning since the pandemic began in 2020, the data was not as strong, with our students meeting 11 out of 24 of the NWEA growth projections, struggling especially in Reading. We are pleased that the more recent data above shows significant improvements.

| 2021-22 NWEA MAP Math | | | | | | 2021-22 NWEA MAP Reading | | | | | |
|-----------------------|---------------|--|--|--|--|--------------------------|---------------|--|--|--|--|
| Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection | Grade | Student Group | Fall Participation Rate | Spring Participation Rate | Conditional Growth Index (CGI) | Percent Met Growth Projection |
| | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% | | | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates greater than 95%; Red cell indicates less than 95% | Green cell indicates CGI greater than -2; Red cell indicates CGI less than -2 | Green cell indicates growth greater than 50%; Red cell indicates growth less than 50% |
| 6 | All Students | 113/117; 97% | 108/111; 97% | -0.16 | 44.3% | 6 | All Students | 110/117; 94% | 110/111; 99% | -0.56 | 43.8% |
| 7 | All Students | 124/132; 94% | 125/130; 96% | 0.46 | 56.7% | 7 | All Students | 121/132; 92% | 125/130; 96% | 1.12 | 60.7% |
| 8 | All Students | 111/115; 96% | 110/113; 97% | 0.15 | 60.7% | 8 | All Students | 107/116; 92% | 108/113; 96% | -0.22 | 48.0% |
| 9 | All Students | 125/134; 93% | 125/127; 98% | -0.31 | 40.2% | 9 | All Students | 126/134; 94% | 125/127; 98% | -0.78 | 47.5% |
| 10 | All Students | 82/86; 95% | 88/88; 100% | 1.09 | 54.9% | 10 | All Students | 81/86; 94% | 88/88; 100% | 0.73 | 53.1% |
| 11 | All Students | 80/84; 95% | 79/83; 95% | -1.12 | 42.9% | 11 | All Students | 80/84; 95% | 79/83; 95% | -0.39 | 41.6% |
| Overall* | All Students | 635/669; 95% | 635/652; 97% | 0.03 | 50.1% | Overall* | All Students | 625/669; 93% | 635/652; 97% | -0.01 | 49.5% |

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester
 * Overall averages not provided by NWEA; calculated by Magnolia using a weighted average

Comparing student group growth, in 2023-24, every significant student group met or exceeded both the CGI growth norms and individual student growth projections: Hispanic/Latino, White, EL, Free and Reduced Lunch (in lieu of SED), and SWD. Additional details are included in Appendix A.

| 2023-24 Spring NWEA MAP Math Schoolwide Student Groups | | | 2023-24 Spring NWEA MAP Reading Schoolwide Student Groups | | |
|--|--|---------------------------------------|--|--|---------------------------------------|
| Student Group | Average Conditional Growth Index (CGI) | Average Percent Met Growth Projection | Student Group | Average Conditional Growth Index (CGI) | Average Percent Met Growth Projection |
| H/L | 1.49 | 59.40% | H/L | 1.12 | 57.30% |
| White* | 2.42 | 75.00% | White* | 2.28 | 62.50% |
| EL | 2.75 | 62.10% | EL | 1.25 | 50.40% |
| FRL | 1.46 | 60.10% | FRL | 1.09 | 57.30% |
| SWD | 1.61 | 53.50% | SWD | 1.81 | 58.10% |
| NOTE: Overall averages not provided by NWEA; calculated by Magnolia using a weighted average | | | NOTE: Overall averages not provided by NWEA; calculated by Magnolia using a weighted average | | |
| (*) indicates a student count greater than 11 and less than 30. | | | (*) indicates a student count greater than 11 and less than 30. | | |

Source: internal NWEA MAP data reports.

MSA-1's Post-Secondary Outcomes

Finally, we are pleased to present MSA-1's post-secondary outcome data. According to the National Student Clearinghouse, for MSA-1's graduating classes prior to pandemic, an impressive 83.6-85.5% of our alumni have enrolled in a 2- or 4-year college (for the Class of 2019, 59 of our 69 graduates). With the onset of the pandemic in March 2020, this rate dropped to 66.7% (44 out of 66 graduates from 2020) but has steadily increased to 70.0% of graduates enrolling in college from the Class of 2022 (49 of 70 students). We are especially pleased to see that more than two-thirds of the Class of 2022 enrolled in a 4-year college (34 graduates out of 49 who have enrolled in college), significantly higher than the rate of 26% across California.

| Year | School College-Going Rates (per NSC Student Tracker) | | | | | | | | |
|---------|--|---|--|-----------------|------------------|-----------------|-----------------|----------------|--------------------|
| | Total in the Class (per NSC Student Tracker) | Total Enrolled in College (per NSC Student Tracker) | College-Going Rate (per NSC Student Tracker) | Total in Public | Total in Private | Total in 4-Year | Total in 2-Year | Total In-State | Total Out-Of-State |
| 2017-18 | 61 | 51 | 83.6% | 51 | 0 | 23 | 28 | 51 | 0 |
| 2018-19 | 69 | 59 | 85.5% | 57 | 2 | 31 | 28 | 58 | 1 |
| 2019-20 | 66 | 44 | 66.7% | 41 | 3 | 22 | 22 | 41 | 3 |
| 2020-21 | 74 | 50 | 67.6% | 48 | 2 | 29 | 21 | 49 | 1 |
| 2021-22 | 70 | 49 | 70.0% | 48 | 1 | 34 | 15 | 48 | 1 |

As evidenced by all of the foregoing Dashboard data, including the state and local indicators, as well as our NWEA MAP Growth data and post-secondary outcomes, **MSA-1 has clearly met the requirements of Criterion 2.**

MSA-1 ALSO MEETS LACOE'S THIRD CRITERIA FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Finally, Education Code 47607(e) states:

Notwithstanding [Criteria 2 and 3], the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to [Education Code Section 47607] subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful.
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.²⁹

It is crucial to explain that “not serving all students who wish to attend” has a very specific legal definition. A purported finding in this area may only serve as a basis for denial of a charter renewal petition if it complies with all components of Education Code Section 47607(d):

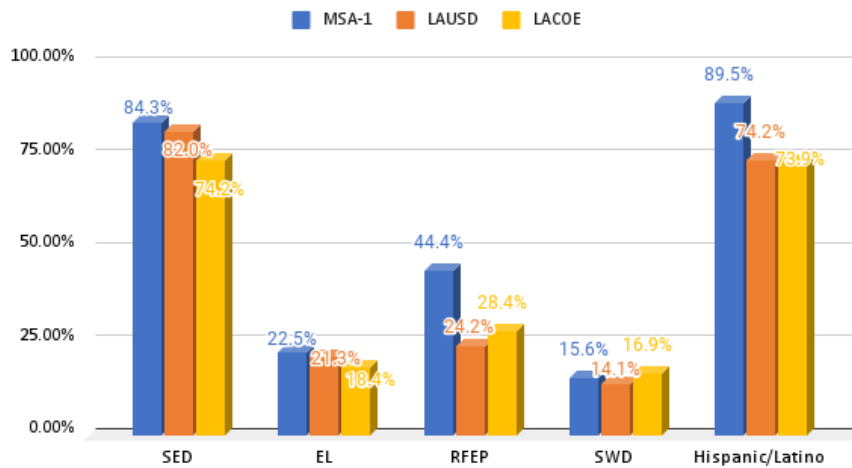
- (1) At the conclusion of the year immediately preceding the final year of the charter school's term, the charter school authorizer may request, and the department shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:
 - (A) The cumulative enrollment for each school year of the charter school's term. For purposes of this chapter, cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year.
 - (B) For each school year of the charter school's term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils who were enrolled in the charter school the prior school year.
 - (C) For each school year of the charter school's term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the grade that is the highest grade served by the charter school, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils.
- (2) When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6.
- (3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b)

²⁹ Education Code Section 47607(e).

of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

To date, LACOE has not presented MSA-1 with the notice that is legally required in accordance with Education Code Section 47607(e). Further, MSA-1 serves all students, including students who are academically low achieving, FRPL (or SED), ELs, SWD, F/HY, or students with other special needs. Our racial and ethnic, special education, and English Learner balance is consistent with both LAUSD and LACOE.

2022-23 Demographics - MSA-1



Source: <https://dq.cde.ca.gov/dataquest/>

As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program, including students with special needs and who are “hard to serve” – MSA-1 welcomes these students and is designed to meet their needs.

MSA-1’s fiscal position is strong, with a current ending fund balance of 86.6% of expenditures. Similarly, our governance is stable and strong. Five of our Board members have served for two or more years; all Board members participate in comprehensive annual training led by Young, Minney, & Corr (YMC) on the Brown Act, ethics, conflicts of interest, legal updates, fiscal oversight and more.

MSA-1 meets all of the requirements of LACOE’s Criteria 3.

As demonstrated throughout the preceding pages and thorough data analysis, MSA-1 presents a sound educational program for our students with strong outcomes in academic achievement and other metrics, and we have achieved measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LACOE for another five year charter term.

ADDITIONAL INDICATORS: MSA-1's MEASURABLE PUPIL OUTCOMES IN ITS CURRENT CHARTER TERM

In our current charter, MSA-1 detailed three overarching goals and 40 separate, specific Measurable Pupil Outcomes (MPOs) with detailed objectives for each year of the current charter term, both schoolwide and for statistically significant subgroups. The following table briefly summarizes these MPOs and indicates whether or not the objectives were met. We note that the COVID-19 pandemic imposed several obstacles during this charter term, including the lack of state testing in 2020 and distance learning in 2019-20 and 2020-21.

| GOAL #1: All students will pursue academic excellence and be college/career ready. | | | | | |
|---|--------------------|-----------|---------------------------|--------|----------------------|
| Measurable Outcomes | School Performance | | | | Result |
| 1- Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. | Year | | Teacher Credentialing | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met for 3 of 6 years |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | 100% | |
| | | 2020-2021 | 100% | 84.9% | |
| | | 2021-2022 | 100% | 74.1% | |
| | | 2022-2023 | 100% | 71.4% | |
| | | 2023-2024 | 100% | N/A | |
| 2- Students will have sufficient access to standards-aligned instructional materials. | Year | | State Standards Materials | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | 100% | |
| | | 2020-2021 | 100% | 100% | |
| | | 2021-2022 | 100% | 100% | |
| | | 2022-2023 | 100% | 100% | |
| | | 2023-2024 | 100% | 100% | |
| 3- Items on facility inspection checklists will be in compliance/good standing. | Year | | School Facilities | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥90% | 100% | Met for 7 of 7 years |
| | | 2018-2019 | ≥90% | 100% | |
| | | 2019-2020 | ≥90% | 100% | |
| | | 2020-2021 | ≥90% | 100% | |
| | | 2021-2022 | ≥90% | 100% | |
| | | 2022-2023 | ≥90% | 100% | |
| | | 2023-2024 | ≥90% | 100% | |
| 4- Charter School will provide implementation of CCSS for all students. | Year | | State Standards | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | 100% | |
| | | 2020-2021 | 100% | 100% | |
| | | 2021-2022 | 100% | 100% | |
| | | 2022-2023 | 100% | 100% | |
| | | 2023-2024 | 100% | 100% | |
| 5- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system. | Year | | CAASPP - ELA | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 44% | 48.32% | Met for 2 of 5 years |
| | | 2018-2019 | 45% | 45.05% | |
| | | 2019-2020 | 46% | N/A | |
| | | 2020-2021 | 50% | 45.95% | |
| | | 2021-2022 | 55% | 36.05% | |
| | | 2022-2023 | 55% | 33.01% | |
| | | 2023-2024 | | | |
| | EL | 2017-2018 | 35% | 0.00% | Not met |
| | | 2018-2019 | 40% | 3.03% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 0.00% | |

| | | | | | |
|---|--------------|-----------|---------------|----------------------|----------------------|
| | | 2021-2022 | 55% | 2.04% | |
| | | 2022-2023 | 55% | 0.00% | |
| | | 2023-2024 | | | |
| | SD | 2017-2018 | 42% | 45.45% | Met for 2 of 5 years |
| | | 2018-2019 | 43% | 44.69% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 44.12% | |
| | | 2021-2022 | 55% | 34.81% | |
| | | 2022-2023 | 55% | 31.44% | |
| | | 2023-2024 | | | |
| | Foster | 2017-2018 | 35% | N/A | N/A |
| | | 2018-2019 | 40% | N/A | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | N/A | |
| | | 2021-2022 | 55% | N/A | |
| | | 2022-2023 | 55% | N/A | |
| | | 2023-2024 | 55% | N/A | |
| | SpEd | 2017-2018 | 35% | 8.52% | Not met |
| | | 2018-2019 | 40% | 8.62% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 25.00% | |
| | | 2021-2022 | 55% | 5.26% | |
| | | 2022-2023 | 55% | 11.11% | |
| | | 2023-2024 | | | |
| | Asian | 2017-2018 | 85% | 66.67% | Not met |
| | | 2018-2019 | 86% | 64.28% | |
| | | 2019-2020 | 87% | N/A | |
| | | 2020-2021 | 88% | N/A Fewer than 11 | |
| | | 2021-2022 | 89% | 69.23% | |
| | | 2022-2023 | 89% | 50.00% | |
| | | 2023-2024 | | | |
| | Latino | 2017-2018 | 39% | 45.33% | Met for 2 of 5 years |
| | | 2018-2019 | 40% | 42.73% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 42.65% | |
| | | 2021-2022 | 55% | 33.07% | |
| | | 2022-2023 | 55% | 31.26% | |
| | | 2023-2024 | | | |
| | White | 2017-2018 | 69% | 66.67% | Not met |
| | | 2018-2019 | 70% | 56.25% | |
| | | 2019-2020 | 71% | N/A | |
| | | 2020-2021 | 72% | N/A Fewer than 11 | |
| | | 2021-2022 | 73% | 69.23% | |
| | | 2022-2023 | 73% | 45.45% | |
| | | 2023-2024 | | | |
| 6- All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system. | Year | | CAASPP - Math | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 35% | 35.06% | Met for 1 of 5 years |
| | | 2018-2019 | 40% | 30.13% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 25.67% | |

| | | | | | |
|--|--------|-----------|-----|----------------------|----------------------|
| | | 2021-2022 | 55% | 14.05% | |
| | | 2022-2023 | 55% | 23.53% | |
| | | 2023-2024 | | | |
| | EL | 2017-2018 | 35% | 1.85% | Not met |
| | | 2018-2019 | 40% | 9.09% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 0.00% | |
| | | 2021-2022 | 55% | 1.02% | |
| | | 2022-2023 | 55% | 0.00% | |
| | | 2023-2024 | | | |
| | SD | 2017-2018 | 35% | 31.88% | Not met |
| | | 2018-2019 | 40% | 27.72% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 22.05% | |
| | | 2021-2022 | 55% | 13.93% | |
| | | 2022-2023 | 55% | 21.96% | |
| | | 2023-2024 | | | |
| | Foster | 2017-2018 | 35% | N/A | N/A |
| | | 2018-2019 | 40% | N/A | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | N/A | |
| | | 2021-2022 | 55% | N/A | |
| | | 2022-2023 | 55% | N/A | |
| | | 2023-2024 | 55% | N/A | |
| | SpEd | 2017-2018 | 35% | 4.26% | Not met |
| | | 2018-2019 | 40% | 5.17% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 8.33% | |
| | | 2021-2022 | 55% | 3.57% | |
| | | 2022-2023 | 55% | 3.64% | |
| | | 2023-2024 | | | |
| | Asian | 2017-2018 | 67% | 33.33% | Not met |
| | | 2018-2019 | 68% | 42.86% | |
| | | 2019-2020 | 69% | N/A | |
| | | 2020-2021 | 70% | N/A Fewer than 11 | |
| | | 2021-2022 | 71% | 38.46% | |
| | | 2022-2023 | 71% | 38.46% | |
| | | 2023-2024 | | | |
| | Latino | 2017-2018 | 35% | 32.18% | Not met |
| | | 2018-2019 | 40% | 27.16% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 25.00% | |
| | | 2021-2022 | 55% | 11.72% | |
| | | 2022-2023 | 55% | 22.28% | |
| | | 2023-2024 | | | |
| | White | 2017-2018 | 53% | 63.16% | Met for 2 of 4 years |
| | | 2018-2019 | 54% | 62.50% | |
| | | 2019-2020 | 55% | N/A | |
| | | 2020-2021 | 56% | N/A Fewer than 11 | |
| | | 2021-2022 | 57% | 46.15% | |
| | | 2022-2023 | 57% | 28.57% | |

| | | 2023-2024 | | | |
|--|--------------|-----------|-----------|--------|----------------------|
| 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. | Year | | MAP - ELA | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 35% | 58.58% | Met for 5 of 6 years |
| | | 2018-2019 | 40% | 54.21% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 57.6% | |
| | | 2021-2022 | 55% | 49.5% | |
| | | 2022-2023 | 55% | 56.1% | |
| | | 2023-2024 | 55% | 57.9% | |
| | EL | 2017-2018 | 35% | 51.67% | Met for 3 of 6 years |
| | | 2018-2019 | 40% | 47.17% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 51.0% | |
| | | 2021-2022 | 55% | 43.0% | |
| | | 2022-2023 | 55% | 52.1% | |
| | | 2023-2024 | 55% | 50.4% | |
| | SD | 2017-2018 | 35% | N/A | Met for 4 of 5 years |
| | | 2018-2019 | 40% | 53.40% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 58.6% | |
| | | 2021-2022 | 55% | 50.1% | |
| | | 2022-2023 | 55% | 55.3% | |
| | | 2023-2024 | 55% | 57.3% | |
| | Foster | 2017-2018 | 35% | N/A | N/A |
| | | 2018-2019 | 40% | N/A | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | N/A | |
| | | 2021-2022 | 55% | N/A | |
| | | 2022-2023 | 55% | N/A | |
| | | 2023-2024 | 55% | N/A | |
| | SpEd | 2017-2018 | 35% | 52.83% | Met for 4 of 6 years |
| | | 2018-2019 | 40% | 38.46% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 60.5% | |
| | | 2021-2022 | 55% | 41.1% | |
| | | 2022-2023 | 55% | 58.1% | |
| | | 2023-2024 | 55% | 58.1% | |
| | Asian | 2017-2018 | 81% | N/A | Not met |
| | | 2018-2019 | 82% | N/A | |
| | | 2019-2020 | 83% | N/A | |
| | | 2020-2021 | 84% | 67.7% | |
| | | 2021-2022 | 85% | 59.4% | |
| | | 2022-2023 | 85% | 64.5% | |
| | | 2023-2024 | 85% | 63.3% | |
| | Latino | 2017-2018 | 35% | N/A | Met for 4 of 5 years |
| | | 2018-2019 | 40% | 53.57% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 57.3% | |
| | | 2021-2022 | 55% | 48.6% | |
| | | 2022-2023 | 55% | 56.1% | |
| | | 2023-2024 | 55% | 57.3% | |
| | White | 2017-2018 | 65% | N/A | Not met |

| | | | | | |
|---|--------------|-----------|------------|--------|----------------------|
| | | 2018-2019 | 66% | 59.09% | |
| | | 2019-2020 | 67% | N/A | |
| | | 2020-2021 | 68% | 55.0% | |
| | | 2021-2022 | 69% | 53.3% | |
| | | 2022-2023 | 69% | 40.0% | |
| | | 2023-2024 | 69% | 62.5% | |
| | | | | | |
| 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. | Year | | MAP - Math | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 35% | 51.47% | Met for 5 of 6 years |
| | | 2018-2019 | 40% | 60.16% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 57.7% | |
| | | 2021-2022 | 55% | 50.1% | |
| | | 2022-2023 | 55% | 57.5% | |
| | | 2023-2024 | 55% | 61.1% | |
| | EL | 2017-2018 | 35% | 44.83% | Met for 4 of 6 years |
| | | 2018-2019 | 40% | 52.27% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 55.4% | |
| | | 2021-2022 | 55% | 37.2% | |
| | | 2022-2023 | 55% | 50.7% | |
| | | 2023-2024 | 55% | 62.1% | |
| | SD | 2017-2018 | 35% | N/A | Met for 4 of 5 years |
| | | 2018-2019 | 40% | 62.17% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 57.6% | |
| | | 2021-2022 | 55% | 48.9% | |
| | | 2022-2023 | 55% | 58.7% | |
| | | 2023-2024 | 55% | 60.1% | |
| | Foster | 2017-2018 | 35% | N/A | N/A |
| | | 2018-2019 | 40% | N/A | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | N/A | |
| | | 2021-2022 | 55% | N/A | |
| | | 2022-2023 | 55% | N/A | |
| | | 2023-2024 | 55% | N/A | |
| | SpEd | 2017-2018 | 35% | 39.62% | Met for 4 of 6 years |
| | | 2018-2019 | 40% | 51.16% | |
| | | 2019-2020 | 45% | N/A | |
| | | 2020-2021 | 50% | 51.1% | |
| | | 2021-2022 | 55% | 44.0% | |
| | | 2022-2023 | 55% | 59.6% | |
| | | 2023-2024 | 55% | 53.5% | |
| | Asian | 2017-2018 | 61% | N/A | Met for 2 of 4 years |
| | | 2018-2019 | 62% | N/A | |
| | | 2019-2020 | 63% | N/A | |
| | | 2020-2021 | 64% | 68.8% | |
| | | 2021-2022 | 65% | 50.0% | |
| | | 2022-2023 | 65% | 64.5% | |
| | | 2023-2024 | 65% | 80.6% | |
| | Latino | 2017-2018 | 35% | N/A | Met for 4 of 5 years |
| | | 2018-2019 | 40% | 61.57% | |
| | | 2019-2020 | 45% | N/A | |

| | | | | | |
|--|--------------|-----------|-----------------------|------------------|----------------------|
| | | 2020-2021 | 50% | 56.5% | Met for 4 of 5 years |
| | | 2021-2022 | 55% | 49.5% | |
| | | 2022-2023 | 55% | 56.9% | |
| | | 2023-2024 | 55% | 59.4% | |
| | White | 2017-2018 | 54% | N/A | |
| | | 2018-2019 | 55% | 58.33% | |
| | | 2019-2020 | 56% | N/A | |
| | | 2020-2021 | 57% | 68.4% | |
| | | 2021-2022 | 58% | 71.4% | |
| | | 2022-2023 | 58% | 53.3% | |
| | | 2023-2024 | 58% | 75.0% | |
| | | | | | |
| 9- Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. | Year | | A-G Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 85% | Not met |
| | | 2018-2019 | 100% | 91.5% | |
| | | 2019-2020 | 100% | 84.6% | |
| | | 2020-2021 | 100% | 87.5% | |
| | | 2021-2022 | 100% | 75.7% | |
| | | 2022-2023 | 100% | 95.9% | |
| | | 2023-2024 | 100% | 98.7% - Internal | |
| 10- EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC. | Year | | CELD/ELPAC | | Outcome Met? |
| | | | Goal | Actual | |
| | EL | 2017-2018 | 55% | N/A | Not met |
| | | 2018-2019 | 60% | 52.6% | |
| | | 2019-2020 | 65% | N/A | |
| | | 2020-2021 | 70% | 55.0% | |
| | | 2021-2022 | 75% | 53.6% | |
| | | 2022-2023 | 75% | 55.4% | |
| | | 2023-2024 | | | |
| 11- EL students will be reclassified annually. | Year | | Reclassification Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | EL | 2017-2018 | 33% | 10.9% | Not met |
| | | 2018-2019 | 34% | 6.2% | |
| | | 2019-2020 | 35% | 10.1% | |
| | | 2020-2021 | 36% | 9.6% | |
| | | 2021-2022 | 37% | 19.9% - Internal | |
| | | 2022-2023 | 37% | 18.2% - Internal | |
| | | 2023-2024 | | N/A | |
| 12- Graduating seniors will have passed an AP exam with a score of 3 or higher. | Year | | AP Pass Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 30% | 41.9% | Met for 6 of 6 years |
| | | 2018-2019 | 32% | 53.6% | |
| | | 2019-2020 | 34% | 50.7% | |
| | | 2020-2021 | 36% | 64.4% | |
| | | 2021-2022 | 38% | 41.7% | |
| | | 2022-2023 | 38% | 60.0% | |
| | | 2023-2024 | | | |
| 13- Students in grades 9-11 will participate in the PSAT test. | Year | | PSAT | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met for 2 of 2 years |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | N/A | |
| | | 2020-2021 | 100% | N/A | |

| | | | | | |
|---|--|-----------|-------------------------|--------------------------|---|
| | | 2021-2022 | 100% | N/A | |
| | | 2022-2023 | | | |
| | | 2023-2024 | | | |
| 14- Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. | Year | | PSAT College Readiness | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 41% | N/A | Not met |
| | | 2018-2019 | 42% | ELA: 32% Math: 14% | |
| | | 2019-2020 | 43% | ELA: 36% Math: 14% | |
| | | 2020-2021 | 44% | N/A | |
| | | 2021-2022 | 45% | N/A | |
| | | 2022-2023 | 45% | N/A | |
| | | 2023-2024 | 45% | N/A | |
| 15- Students in grade 11 will participate in the EAP assessment. <i>*All of the 11th graders have been taking the 11th grade SBAC Test which is part of the EAP Program exclusive of their decision to attend a CSU campus after graduation.</i> | Year | | EAP | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | 100% | |
| | | 2020-2021 | 100% | 100% | |
| | | 2021-2022 | 100% | 100% | |
| | | 2022-2023 | 100% | 100% | |
| | | 2023-2024 | 100% | 100% | |
| | 16- Students who participate in the EAP assessment will demonstrate college preparedness. <i>*SBAC Scores for 11th graders.</i> | Year | | EAP College Preparedness | |
| | | Goal | Actual | | |
| All Students | | 2017-2018 | 55% | ELA: 61% Math: 46% | Met for ELA 3 of 4 years Not met for Math 4 of 4 years |
| | | 2018-2019 | 56% | ELA: 56% Math: 16% | |
| | | 2019-2020 | 57% | N/A | |
| | | 2020-2021 | 58% | N/A | |
| | | 2021-2022 | 59% | ELA: 48% Math: 20% | |
| | | 2022-2023 | 59% | ELA: 64% Math: 25% | |
| | | 2023-2024 | | | |
| 17- Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives. | Year | | Core/Elective Pass Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥80% | N/A | Met for 1 of 5 years |
| | | 2018-2019 | ≥80% | N/A | |
| | | 2019-2020 | ≥80% | 74% | |
| | | 2020-2021 | ≥80% | 62% | |
| | | 2021-2022 | ≥80% | 76% | |
| | | 2022-2023 | ≥80% | 83% | |
| | | 2023-2024 | ≥80% | 70% | |
| GOAL #2: All students will become independent, innovative scholars. | | | | | |
| Measurable Outcomes | School Performance | | | Result | |
| 1- Charter School will provide the programs and services outlined in its charter petition, certain | Year | | Student Need/Interest | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years |
| | | 2018-2019 | 100% | 100% | |

| | | | | | | |
|---|--------------|-----------|-------------------------|--------|----------------------|--|
| programs and services being dependent on student need and interest. | | | 2019-2020 | 100% | 100% | |
| | | | 2020-2021 | 100% | 100% | |
| | | | 2021-2022 | 100% | 100% | |
| | | | 2022-2023 | 100% | 100% | |
| | | | 2023-2024 | 100% | 100% | |
| 2- Students will have sufficient access to all academic and educational programs provided by the Charter School | Year | | Access to Programs | | Outcome Met? | |
| | | | Goal | Actual | | |
| | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years | |
| | | 2018-2019 | 100% | 100% | | |
| | | 2019-2020 | 100% | 100% | | |
| | | 2020-2021 | 100% | 100% | | |
| | | 2021-2022 | 100% | 100% | | |
| | | 2022-2023 | 100% | 100% | | |
| | 2023-2024 | 100% | 100% | | | |
| 3- Students enrolled in the Charter School’s grades 6-8 will be taking the “Advanced Math” class or club “Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)” | Year | | Advanced Math | | Outcome Met? | |
| | | | Goal | Actual | | |
| | All Students | 2017-2018 | 4.00% | N/A | Met for 5 of 6 years | |
| | | 2018-2019 | 4.25% | 8% | | |
| | | 2019-2020 | 4.50% | 2% | | |
| | | 2020-2021 | 4.75% | 9% | | |
| | | 2021-2022 | 5.00% | 2% | | |
| | | 2022-2023 | 5.00% | 9% | | |
| | 2023-2024 | 5.00% | 9% | | | |
| 4- Our graduates will have taken a computer/Technology class and/or experienced blended learning in their program of study. | Year | | Computer/Technology | | Outcome Met? | |
| | | | Goal | Actual | | |
| | All Students | 2017-2018 | 100% | 100% | Met for 5 of 7 years | |
| | | 2018-2019 | 100% | 100% | | |
| | | 2019-2020 | 100% | 100% | | |
| | | 2020-2021 | 100% | 100% | | |
| | | 2021-2022 | 100% | 92% | | |
| | | 2022-2023 | 100% | 100% | | |
| | 2023-2024 | 100% | 99% | | | |
| 5- Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. | Year | | STEAM Project | | Outcome Met? | |
| | | | Goal | Actual | | |
| | All Students | 2017-2018 | 80% | N/A | Met for 7 of 7 years | |
| | | 2018-2019 | 85% | N/A | | |
| | | 2019-2020 | 90% | N/A | | |
| | | 2020-2021 | 95% | 95% | | |
| | | 2021-2022 | 100% | 100% | | |
| | | 2022-2023 | 100% | 100% | | |
| | 2023-2024 | 100% | 100% | | | |
| 6- Students enrolled in the Charter School’s “Advanced Math” class or club in grades 6-8 will demonstrate proficiency. | Year | | Advanced Math Pass Rate | | Outcome Met? | |
| | | | Goal | Actual | | |
| | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years | |
| | | 2018-2019 | 100% | 100% | | |
| | | 2019-2020 | 100% | 100% | | |
| | | 2020-2021 | 100% | 100% | | |
| | | 2021-2022 | 100% | 100% | | |
| | | 2022-2023 | 100% | 100% | | |
| | 2023-2024 | 100% | 100% | | | |
| 7- Students enrolled in the Charter School’s | Year | | Technology Pass Rate | | Outcome Met? | |
| | | | Goal | Actual | | |

| | | | | | |
|--|--------------------|-----------|-------------------|--------|----------------------|
| Computer/Technology classes will demonstrate proficiency. | All Students | 2017-2018 | 100% | 100% | Met for 7 of 7 years |
| | | 2018-2019 | 100% | 100% | |
| | | 2019-2020 | 100% | 100% | |
| | | 2020-2021 | 100% | 100% | |
| | | 2021-2022 | 100% | 100% | |
| | | 2022-2023 | 100% | 100% | |
| | | 2023-2024 | 100% | 100% | |
| GOAL #3: All students, families, staff, and other stakeholders will feel a sense of community and connectedness. | | | | | |
| Measurable Outcomes | School Performance | | | | Result |
| 1- Charter School will hold quarterly SSC meetings. | Year | | SSC Meetings | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥4 | N/A | Met for 5 of 5 years |
| | | 2018-2019 | ≥4 | N/A | |
| | | 2019-2020 | ≥4 | 4 | |
| | | 2020-2021 | ≥4 | 23 | |
| | | 2021-2022 | ≥4 | 8 | |
| | | 2022-2023 | ≥4 | 7 | |
| | | 2023-2024 | ≥4 | 5 | |
| 2- Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings. | Year | | ELAC Meetings | | Outcome Met? |
| | | | Goal | Actual | |
| | EL | 2017-2018 | ≥4 | N/A | Met for 2 of 5 years |
| | | 2018-2019 | ≥4 | N/A | |
| | | 2019-2020 | ≥4 | 4 | |
| | | 2020-2021 | ≥4 | 2 | |
| | | 2021-2022 | ≥4 | 3 | |
| | | 2022-2023 | ≥4 | 4 | |
| | | 2023-2024 | ≥4 | 3 | |
| 3- Charter School will hold quarterly Parent Task Force (PTF) meetings. | Year | | PTF Meetings | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥4 | 8 | Met for 5 of 5 years |
| | | 2018-2019 | ≥4 | 8 | |
| | | 2019-2020 | ≥4 | 7 | |
| | | 2020-2021 | ≥4 | 8 | |
| | | 2021-2022 | ≥4 | 8 | |
| | | 2022-2023 | | | |
| | | 2023-2024 | | | |
| 4- Charter School will hold a minimum of 5 parent activities/events per year. "Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)" | Year | | Parent Activities | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥5 | N/A | Met for 4 of 4 years |
| | | 2018-2019 | ≥5 | N/A | |
| | | 2019-2020 | ≥5 | N/A | |
| | | 2020-2021 | ≥5 | 20 | |
| | | 2021-2022 | ≥5 | 5 | |
| | | 2022-2023 | ≥5 | 45 | |
| | | 2023-2024 | ≥5 | 78 | |
| 5- Teachers will update SIS records daily/weekly. | Year | | SIS Records | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | Daily/weekly | Daily | Met for 7 of 7 years |
| | | 2018-2019 | Daily/weekly | Daily | |
| | | 2019-2020 | Daily/weekly | Daily | |
| | | 2020-2021 | Daily/weekly | Daily | |

| | | | | | |
|--|--------------|-----------|--------------------------|------------------|----------------------|
| | | 2021-2022 | Daily/weekly | Daily | |
| | | 2022-2023 | Daily/weekly | Daily | |
| | | 2023-2024 | Daily/weekly | Daily | |
| 6- Charter School will send a minimum of 4 progress reports/cards to parents per year. | Year | | Progress Reports | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥6 | 6 | Met for 7 of 7 years |
| | | 2018-2019 | ≥6 | 6 | |
| | | 2019-2020 | ≥6 | 6 | |
| | | 2020-2021 | ≥6 | 6 | |
| | | 2021-2022 | ≥6 | 6 | |
| | | 2022-2023 | ≥6 | 6 | |
| | | 2023-2024 | ≥6 | 6 | |
| 7- Charter School's students will be home-visited by the teachers. | Year | | Home Visits | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥25% | N/A | Met for 1 of 6 years |
| | | 2018-2019 | ≥25% | 29.8% | |
| | | 2019-2020 | ≥25% | 18.2% | |
| | | 2020-2021 | ≥25% | 9.0% | |
| | | 2021-2022 | ≥25% | 9.9% | |
| | | 2022-2023 | ≥25% | 18.3% | |
| | | 2023-2024 | ≥25% | 14.4% | |
| 8- Charter School will maintain a high ADA rate. | Year | | ADA Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≥95% | 96.80% | Met for 4 of 7 years |
| | | 2018-2019 | ≥95% | 96.45% | |
| | | 2019-2020 | ≥95% | 96.32% | |
| | | 2020-2021 | ≥95% | 98.06% | |
| | | 2021-2022 | ≥95% | 90.71% | |
| | | 2022-2023 | ≥95% | 93.23% | |
| | | 2023-2024 | ≥95% | 93.17% | |
| 9- Charter School will maintain a low chronic absenteeism rate. | Year | | Chronic Absenteeism Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≤1% | 2.7% | Not met |
| | | 2018-2019 | ≤1% | 6.5% | |
| | | 2019-2020 | ≤1% | N/A | |
| | | 2020-2021 | ≤1% | N/A | |
| | | 2021-2022 | ≤1% | 29.9% | |
| | | 2022-2023 | ≤1% | 23.5% | |
| | | 2023-2024 | ≤1% | 21.6% - Internal | |
| 10- Charter School will maintain a low middle school dropout rate. | Year | | MS Dropout Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≤1% | 0.0% | Met for 7 of 7 years |
| | | 2018-2019 | ≤1% | 0.0% | |
| | | 2019-2020 | ≤1% | 0.0% | |
| | | 2020-2021 | ≤1% | 0.0% | |
| | | 2021-2022 | ≤1% | 0.0% | |
| | | 2022-2023 | ≤1% | 0.0% | |
| | | 2023-2024 | ≤1% | 0.0% | |
| 11- Charter School will maintain a low high school dropout rate. | Year | | HS Dropout Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≤1% | 0.0% | Met for 2 of 7 years |
| | | 2018-2019 | ≤1% | 2.8% | |
| | | 2019-2020 | ≤1% | 0.0% | |

| | | | | | |
|---|--------------|-----------|------------------------|-------------------|----------------------|
| | | 2020-2021 | ≤1% | 1.4% | |
| | | 2021-2022 | ≤1% | 2.7% | |
| | | 2022-2023 | ≤1% | 2.6% | |
| | | 2023-2024 | ≤1% | 1.3% | |
| 12- Charter School will maintain a high four-year cohort graduation rate. | Year | | Cohort Graduation Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | 100.0% | 100.0% | Met for 3 of 7 years |
| | | 2018-2019 | 100.0% | 97.2% | |
| | | 2019-2020 | 100.0% | 100.0% | |
| | | 2020-2021 | 100.0% | 97.3% | |
| | | 2021-2022 | 100.0% | 95.9% | |
| | | 2022-2023 | 100.0% | 94.9% | |
| | | 2023-2024 | 100.0% | 100.0% - Internal | |
| 13- Charter School will maintain a low student suspension rate. | Year | | Suspension Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≤1% | 0.0% | Met for 1 of 6 years |
| | | 2018-2019 | ≤1% | 2.3% | |
| | | 2019-2020 | ≤1% | 0.9% | |
| | | 2020-2021 | ≤1% | N/A | |
| | | 2021-2022 | ≤1% | 1.7% | |
| | | 2022-2023 | ≤1% | 3.5% | |
| | | 2023-2024 | ≤1% | 1.9% - Internal | |
| 14- Charter School will maintain a low student expulsion rate. | Year | | Expulsion Rate | | Outcome Met? |
| | | | Goal | Actual | |
| | All Students | 2017-2018 | ≤1% | 0.0% | Met for 7 of 7 years |
| | | 2018-2019 | ≤1% | 0.0% | |
| | | 2019-2020 | ≤1% | 0.0% | |
| | | 2020-2021 | ≤1% | 0.0% | |
| | | 2021-2022 | ≤1% | 0.0% | |
| | | 2022-2023 | ≤1% | 0.0% | |
| | | 2023-2024 | ≤1% | 0.13% - Internal | |
| 15- Charter School will maintain high student, parent, and staff participation rates in the school experience survey. | Year | | Experience Survey | | Outcome Met? |
| | | | Goal | Actual | |
| | Students | 2017-2018 | ≥80% | 93.2% | Met for 7 of 7 years |
| | | 2018-2019 | ≥80% | 100.0% | |
| | | 2019-2020 | ≥80% | 91.4% | |
| | | 2020-2021 | ≥80% | 91.5% | |
| | | 2021-2022 | ≥80% | 80.8% | |
| | | 2022-2023 | ≥80% | 99.0% | |
| | | 2023-2024 | ≥80% | 99.0% | |
| | Parents | 2017-2018 | ≥80% | 94.8% | Met for 5 of 7 years |
| | | 2018-2019 | ≥80% | 72.3% | |
| | | 2019-2020 | ≥80% | 85.1% | |
| | | 2020-2021 | ≥80% | 100.0% | |
| | | 2021-2022 | ≥80% | 13.8% | |
| | | 2022-2023 | ≥80% | 73.7% | |
| | | 2023-2024 | ≥80% | 91.6% | |
| | Staff | 2017-2018 | ≥80% | 97.6% | Met for 7 of 7 years |
| | | 2018-2019 | ≥80% | 100.0% | |
| | | 2019-2020 | ≥80% | 98.1% | |
| | | 2020-2021 | ≥80% | 100.0% | |
| | | 2021-2022 | ≥80% | 86.6% | |
| | | 2022-2023 | ≥80% | 100.0% | |

| | | 2023-2024 | ≥80% | 100.0% | |
|---|----------|-----------|-----------------|--------|----------------------|
| 16- Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff. | Year | | Approval Rating | | Outcome Met? |
| | | | Goal | Actual | |
| | Students | 2017-2018 | ≥80% | 62% | Not met |
| | | 2018-2019 | ≥80% | 66% | |
| | | 2019-2020 | ≥80% | 62% | |
| | | 2020-2021 | ≥80% | 72% | |
| | | 2021-2022 | ≥80% | 58% | |
| | | 2022-2023 | ≥80% | 56% | |
| | | 2023-2024 | ≥80% | 55% | |
| | Parents | 2017-2018 | ≥80% | 91% | Met for 7 of 7 years |
| | | 2018-2019 | ≥80% | 95% | |
| | | 2019-2020 | ≥80% | 94% | |
| | | 2020-2021 | ≥80% | 95% | |
| | | 2021-2022 | ≥80% | 91% | |
| | | 2022-2023 | ≥80% | 91% | |
| | | 2023-2024 | ≥80% | 92% | |
| | Staff | 2017-2018 | ≥80% | 86% | Met for 4 of 7 years |
| | | 2018-2019 | ≥80% | 81% | |
| | | 2019-2020 | ≥80% | 82% | |
| | | 2020-2021 | ≥80% | 92% | |
| | | 2021-2022 | ≥80% | 73% | |
| | | 2022-2023 | ≥80% | 75% | |
| | | 2023-2024 | ≥80% | 70% | |

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-1 serves students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The 2020 U.S. Census counted 76,650 residents in Reseda's 91335 ZIP code. The median yearly household income is \$74,632.³⁰ The breakdown of the population using the 2020 census was 51.4% Hispanic; 28.0% Caucasian; 12.7% Asian; 3.9% African American, and 4.0% other.³¹

The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. When compared to the California averages of per capita income of \$45,591 and the median household income of \$91,905 respectively³², it is clear that a high concentration of the families MSA-1 serves face economic challenges. Additionally, as outlined above, many students and families live in poverty.

³⁰ United States Census Bureau. S2503: Financial Characteristics: ZCTA5 91335. Access July 16, 2024 from <https://data.census.gov/table/ACSST5Y2022.S2503?q=household%20income>.

³¹ United States Census Bureau. P9: Hispanic or Latino, and Not Hispanic or Latino by Race: ZCTA5 91335. Access July 16, 2024 from https://data.census.gov/table/DECENNIALDHC2020.P9?q=race&g=010XX00US_860XX00US91335.

³² United States Census Bureau. QuickFacts: California. Accessed July 17, 2024 from <https://www.census.gov/quickfacts/fact/table/CA/HSG860222>

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.³³ One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings.³⁴ 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.³⁵

While Title I federal legislation and increased monetary support has allowed significant subgroups to improve their academic proficiency, English learners, students with disabilities, and low income students continue to lag behind other major subgroups, more specifically Caucasian and Asian Americans.³⁶

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.³⁷

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.³⁸ In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts.³⁹ 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.

³³ Gandara, P. (2013). Making education work for Latinas in the U.S. Accessed July 17, 2024 from <http://civilrightsproject.ucla.edu/research/college-access/underrepresented-students/making-education-work-for-latinas-in-the-u.s/gandara-longoria-report-2014.pdf>

³⁴ Pino, N. W.; Martinez-Ramos, G. P.; & W. William L. Smith. (2012). "Latinos, the Academic Ethic, and the Transition to College." *Journal of Latinos and Education*, 11 (1): 17-31: Taylor & Francis (Routledge).

³⁵ Garcia, V. (2010). First-generation college students: How co-curricular involvement can assist with success. *The Vermont Connection*, 31: 46–52.

³⁶ Romo, H., & Salas, J. (2003). Successful transitions of Latino students from high school to college. *Latinos in Higher Education*, 3: 107-130.

³⁷ Conchas, G. Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), 475–504.

Conchas, G. Q. (2006). *The color of success: Race and high-achieving urban youth*. Teachers College Press: New York, NY.

Conchas, G. Q. and Goyette, K. A. (2001). “The Race is Not Even: Minority Education in a Post-Affirmative Action Era.” *Harvard Journal of Hispanic Policy*.

Fry, R. (2002). Latinos in Higher Education: Many Enroll, Too Few Graduate. Pew Hispanic Center.

MacDonald, V. (2004). *Latino Education in the United States: A Narrated History From 1513–2000*. Palgrave Macmillan: New York, NY.

³⁸ Knaak, W. C., & Knaak, J. T. (2013). Charter schools: Educational reform or failed initiative? *Delta Kappa Gamma Bulletin*. 79(4), 45–53.

³⁹ National Alliance for Public Charter Schools. What is a Charter School? Accessed July 17, 2024 from <https://publiccharters.org/what-is-a-charter-school/>.

For more than twenty 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 Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) aligned instruction. ALL STUDENTS have also access to elective and enrichment programs that support their learning and development.

ENROLLMENT PLAN

Thanks to a new facility that MSA-1 began using in 2019, and with the approval of the LACBOE to increase enrollment over the current charter term, MSA-1 increased enrollment in the Charter School from 610 to 925 students. While the pandemic hindered our growth initially, we are focused on outreach (see Element 7) and increasing enrollment to capacity, at approximately 925 students. The following shows the anticipated enrollment for the next five-year charter term:

| Projected Grade-level Enrollment at MSA 1 | | | | | |
|---|------------|------------|------------|------------|------------|
| | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| 6 | 115 | 130 | 130 | 145 | 150 |
| 7 | 110 | 120 | 130 | 130 | 150 |
| 8 | 110 | 110 | 120 | 130 | 130 |
| 9 | 110 | 110 | 100 | 100 | 115 |
| 10 | 112 | 120 | 110 | 115 | 120 |
| 11 | 100 | 100 | 120 | 110 | 115 |
| 12 | 110 | 110 | 110 | 120 | 120 |
| Total | 767 | 800 | 820 | 850 | 900 |

GOALS AND PHILOSOPHY

MISSION

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with *creative thinking*, *effective communication*, and the *rigor of science*.

Our overarching objective at Magnolia Public Schools is to create a vibrant and mutually beneficial partnership between school and community that supports our students’ academic and personal success.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, Student Learning Goals (“SLG”), 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 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 includes 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 LEARNER GOALS (SLGs)

The SLGs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-1. Our schoolwide SLGs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the Charter School.

| SCHOOLWIDE LEARNER GOALS (SLGs) | |
|--|---|
| COMPETENCY | MSA-1 graduates will be scholars who: |
| LITERACY WITH A LEARNER'S MINDSET | <ul style="list-style-type: none"> • Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society. • Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways. • Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year. |
| CRITICAL THINKING | <ul style="list-style-type: none"> • Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum. |

| | |
|-------------------------|---|
| | <ul style="list-style-type: none"> • Are inspired to be lifelong readers and critical thinkers. • Are able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions. |
| CREATIVITY | <ul style="list-style-type: none"> • Apply innovative skills and practices which connect to their learning experiences. • Have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes). • Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities. |
| EFFECTIVE COMMUNICATION | <ul style="list-style-type: none"> • Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting. • Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures. • Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators. |
| ADAPTABILITY | <ul style="list-style-type: none"> • Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices. • Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism. • Demonstrate consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking. |
| GLOBAL CITIZENSHIP | <ul style="list-style-type: none"> • Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects. • Understand and reflect on connections between their local community and the broader world, through both current events and historical context. • Are internationally-minded individuals who recognize and value other perspectives and cultures. |

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn today has a unique set of advantages and challenges that have not been seen in human history. The pace of technological development means that we do not truly know what jobs will look like 20 years from now, when today's youth will just be starting their careers. Our goal is thus 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 imagine successful futures by utilizing their highest potential. We believe that engaging underrepresented communities through a

college-preparatory, “whole child” supportive school community with an emphasis on STEAM education will transform our society and prepare our students to lead in the 21st century, not only as career seekers but also as career creators.

We focus at Magnolia on a STEAM-themed educational program, a priority for our original founders who were scientists and engineers and tech experts. The need for STEAM education in the United States, particularly among historically underrepresented and low-income communities, is well supported by research and evidence. The National Science Foundation (“NSF”) biennial report, *Science and Engineering Indicators 2022*, emphasizes the need for STEM education⁴⁰ to prepare the nation's workforce for the rapidly changing technological landscape. The report highlights the underrepresentation of minorities, including African Americans, Hispanics, and Native Americans in STEM fields, and the importance of increasing access to quality STEM education for these communities. The NSF reveals that in order to achieve equitable demographic representation in the STEM workforce by 2030 – just eight years from the date of the report -- the number of women in STEM jobs would need to double, African Americans would need to more than double, and Hispanics would need to triple.⁴¹ This underscores the urgent need for increased participation of women, African Americans and Hispanics in STEAM fields to ensure a more diverse and inclusive workforce that reflects our national demographics.⁴²

American Association of University Women’s research, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, highlights the underrepresentation of women in STEM fields and identifies barriers that hinder their participation, including bias and stereotypes. It emphasizes the importance of early and sustained STEM education, particularly for girls and women from minority and low-income backgrounds, to promote gender equity in STEM fields.⁴³

This research provides evidence-based support for STEM/STEAM education in the U.S., with a particular focus on addressing disparities among minorities and low-income communities. We believe that by starting in early grades and consistently engaging students in STEAM-based learning meaningfully and in developmentally appropriate ways at each grade of their learning, they will both become more motivated to deepen this learning, and more confident in their own abilities to succeed in these fields.

⁴⁰ A note on “STEAM” vs. STEM”: The MSA-1 founders believe that if we are teaching STEM, we are also inherently teaching the arts. STEM education is not just a focus on four academic subjects. STEM is the blending and recognition that there is a lack of boundaries between science, technology, engineering and math. The art aspect of STEM education often manifests in discovering and explaining the interconnections between subjects, the design of research activities, and/or presentation of study findings. The research we present here relates to both STEM and STEAM.

⁴¹ National Science Board, National Science Foundation. 2022. *Science and Engineering Indicators 2022: The State of U.S. Science and Engineering*.

⁴² U.S. Department of Education. (2016). *STEM 2026: A Vision for Innovation in STEM Education*. Accessed November 27, 2023 from https://oese.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf. Similarly, the U.S. Department of Education’s strategic plan for STEM education, *STEM 2026: A Vision for Innovation in STEM Education*, identifies key priorities, including increasing diversity, equity, and inclusion in STEM fields. The plan recognizes that minority and low-income students face systemic barriers to accessing high-quality STEM education and calls for efforts to address these disparities.

⁴³ Hill, Catherine & Corbett, Christianne & Rose, Andresse. (2010). *Why So Few? Women in Science, Technology, Engineering, and Mathematics*. American Association of University Women.

By promoting diversity, equity, and inclusion in STEAM fields, we can ensure that all students have equal opportunities to succeed in the increasingly tech-driven world, and apply their diverse, unique perspectives to the STEAM research and products they ultimately build. Therefore, MPS schools are intentionally located in underserved communities to serve student groups that would benefit most from high-quality STEAM education.

ANCHOR CORE VALUES AND COMPETENCIES

Beyond our mission and vision, MPS has long identified **Excellence**, **Innovation**, and **Connection** as our anchor core values, which permeate all school activities. More recently, our Board of Directors adopted the **Magnolia Graduate Profile**, developed through a comprehensive design process that engaged a variety of different MPS stakeholders in focused conversations about the knowledge, skills, mindsets, and literacies essential for success in college and 21st century careers, aligned to our anchor core values. The Portrait defines six competencies: • Literacy with a Learner's Mindset • Critical Thinking • Creativity • Effective Communication • Adaptability • Global Citizenship, all defined below.



Excellence

Magnolia students exhibit the desire to pursue knowledge and greatness 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, “real-world” learning using a constructivist/project-based approach, Culturally and Linguistically Responsive Teaching, blended learning and tech-fluency development through integrated technology across subjects, student portfolios that are personalized to their paths and interests, individualized scheduling models, assessments of and for learning academic discourse, and opportunities for acceleration including dual enrollment college courses in high school. All of this prepares students for 21st century demands.⁴⁴ As they grow and develop, students learn where and how to access the needed information and supports

⁴⁴ Myeong-Hee, S. (2018). Effects of Project-based Learning on Students' Motivation and Self-efficacy. *English Teaching*, 73(1), Spring 2018.

to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning outcomes based on the MPS core competencies, with a specific focus on:

Literacy with a Learner's Mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions. Students overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn. Students achieve Excellence in the classroom and society as a result of both their mastery of content knowledge and skills across academic subjects, and an ingrained perspective that there is no ceiling to what can be learned – and that knowledge itself can be mutable as people continue to iteratively research and discover how the world works.⁴⁵

Critical Thinking is demonstrated by Magnolia students as they problem-solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution. Students achieve our core value of Excellence by distilling problems to their root causes using multiple sources and perspectives, designing solutions that align to said root causes and adequately address them, and while considering the cost-benefit impact of potential remedies based on community input.⁴⁶ To develop excellence in research, project artifacts, and presentations, students also learn to apply the essential skill of discernment for the reliability, validity, quality, and value of sources and content.⁴⁷

Innovation

Students have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, including A-G planning done each year in high school grades, early identification of learning styles, personalities, interests, and college/career plans support students' matriculation and college and career readiness. This includes student participation in the planning of their educational experience, enrichment and acceleration programs, engaging STEAM program choice options, individualized and blended (tech-based) learning programs, differentiated educational experiences, extended learning options, electives, contests and competitions, clubs, teams, and adaptive assessments.

Creativity for Magnolia students is to have the freedom within our innovative model to demonstrate originality, imagination, and new ways of thinking critically and independently. Students transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations. Through STEAM-themed interdisciplinary learning, local and national academic and STEAM competitions, mentoring, STEAM clubs, college and career instructional field trips, students are motivated to pursue 21st century careers. Innovation occurs through empowered student voice and choice in what they learn, adapted

⁴⁵ Zhang, J., Kuusisto, E., and Tirri, K. (2017). How Teachers' and Students' Mindsets in Learning Have Been Studied: Research Findings on Mindset and Academic Achievement. *Psychology*, 8(9), July 2017.

⁴⁶ Spradin, D. (2012, September). Are You Solving the Right Problem? *Harvard Business Review*.

⁴⁷ Machete, P., & Turpin, M. (2020). The Use of Critical Thinking to Identify Fake News: A Systematic Literature Review. *Responsible Design, Implementation and Use of Information and Communication Technology*.

teaching based on student interests and personal assets, and freedom and variety in how mastery of content knowledge and skills is demonstrated.⁴⁸

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students work effectively in a local, national and global climate of ambiguity and changing priorities, demonstrating agility in thought and action. They understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism. MPS' educators continuously adapt to student data, differentiating learning. Magnolia students understand that fluidity is necessary to be responsive to an unpredictable and dynamic world, as well as diverse sources of input and feedback.⁴⁹

Connection

Magnolia 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, and 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.⁵⁰ MPS utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We implement a "community schools" approach and 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.

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture. Students also create true, authentic Connection by listening fully to others' perspectives and experiences, accurately reflecting back input, and expressing themselves clearly and accurately.⁵¹

Global Citizenship for Magnolia students is to contribute to making the world a better place. Students strive to understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate

⁴⁸ Bernard, R. M. *et al.* (2019). Twenty-First Century Adaptive Teaching and Individualized Learning Operationalized as Specific Blends of Student-Centered Instructional Events: A Systematic Review and Meta-Analysis. *Campbell Systematic Reviews*, 15(1-2), June 2019.

⁴⁹ Brassey, J. *et al.* (2021). *Future proof: Solving the "adaptability paradox" for the long term*. McKinsey & Company. Accessed January 2, 2024 from <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/future-proof-solving-the-adaptability-paradox-for-the-long-term>.

⁵⁰ Sullivan G. B. (Ed.) (2014). *Understanding Collective Pride and Group Identity: New directions in emotion theory, research and practice*. Routledge.

⁵¹ Sutton, J. (2016). *Active Listening: The Art of Empathetic Conversation*. Positive Psychology. Accessed January 2, 2024 from <https://positivepsychology.com/active-listening/>.

compassion, and take action in building more peaceful and inclusive environments. Students develop the social and emotional skills needed to compete in a global society, including having a growth mindset, being resilient, reflective, and demonstrating grit, self-respect and good character. These traits are crucial to not only for enrolling in and completing college, but also for developing and contributing their original ideas in a work place environment.⁵² Underlying the effective exercise of the Global Citizenship competency is Connection – specifically, an orientation towards understanding the diverse cultures of the world, acknowledging the effort to understand others as an asset, and recognizing the interconnectedness of human beings – in particular, the global repercussions of our actions regardless of geographic boundaries.⁵³

These values and competencies overlap and are integrated across the school, in every grade level and every classroom, providing consistent messaging to our students and entire school community about what we value and what we are working towards. Together, these values and competencies shape Magnolia’s definition of what it means to be an educated person in the 21st century and “orient actions” among all stakeholders, helping form a shared sense of purpose and connection across the school and organization.⁵⁴ Studies have also revealed that students who maintain a solid sense of values and ethics are more likely to exhibit positive behaviors and attitudes.⁵⁵ And at the educator level, research shows that clarifying and deliberately practicing core values is an essential way for teachers to build resilience.⁵⁶

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.

The MPS program prepares students for success in their next stage of schooling (i.e., elementary to middle, high school to college) and ultimately meaningful careers by providing an inquiry-based, hands-on instructional approach to not only teach students to “learn to learn” but also prepare them for success in the pursuit of future STEAM careers and interests.⁵⁷

⁵² Baldwin, A. (2020). *College Success*. OpenStax: Houston, Texas.

⁵³ Akkari, A., & Maleq, K. (2020). *Global Citizenship Education: Recognizing Diversity in a Global World*. Springer.

⁵⁴ Lankau, M. J., Ward, A., Amason, A., Ng, T., Agle, B. R., & Sonnenfeld, J. A. (2007). Examining the impact of organizational value dissimilarity in top management teams. *Journal of Managerial Issues*, 19(1), 11-34.

⁵⁵ Berkowitz, M. W. (2012). Moral and character education. In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook, Vol. 2. Individual differences and cultural and contextual factors* (pp. 247–264). American Psychological Association

⁵⁶ Patterson, J. L., Kelleher, P. (2005). *Resilient school leaders: Strategies for turning adversity into achievement*. ACSD.

⁵⁷ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning* (Book excerpt). San Rafael, CA: George Lucas Educational Foundation.

EXCELLENCE

Research and experience show 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.⁵⁸ As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having **personal relevance**, they put more effort into their schoolwork and achievement.⁵⁹

The educators on our team provide the foundation of authentic and equitable learning. MPS understands that students learn best when they have multiple opportunities to collaboratively draw and share past knowledge, eventually developing conceptual understanding in **constructivist settings**. Jean Piaget famously defined different stages of cognitive development and described how children “construct” meaning (what we today call “constructivist” theory or “constructivism”) and the mental models, or schemas, they use to “make sense of things.”⁶⁰ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”⁶¹ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.⁶²

MPS’ rigorous standards-based educational program uses inquiry- and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills.⁶³ The benefits of **inquiry-based learning** are abundant, including that it: (1) reinforces previously taught curricular content, (2) primes the brain for learning, (3) promotes a deeper understanding of the subject,

⁵⁸ Alba, C.; Fraumeni, B. R. (2019). Student Engagement: Evidence-based strategies to boost academic and social-emotional results. McREL International.

Zandvliet, D.; den Brok, P.; Mainhard, T.; & van Tartwijk, J. (Eds.) (2014.) *Interpersonal Relationships in Education: From Theory to Practice*. Sense Publishers.

Hattan, C., Singer, L. M., Loughlin, S., & Alexander, P. A. (2015). Prior Knowledge Activation in Design and in Practice. *Literacy Research: Theory, Method, and Practice*, 64(1), 478-497.

⁵⁹ Arlette Willis, Reading the World of School Literacy: Contextualizing the Experience of a Young African American Male. 1995. Shernoff and Csikszentmihalyi, *Cultivating engaged learners and optimal learning environments*. 2009

⁶⁰ verywellmind. [The 4 Stages of Cognitive Development: Background and Key Concepts of Piaget’s Theory.] Accessed on August 28, 2021. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). [Disrupting class: How disruptive innovation will change the way the world learns.] (Vol. 1). New York: McGraw-Hill.

⁶¹ National Drop Out Prevention Center. [Active Learning.] www.learning-theories.com/constructivism.html Accessed on August 4, 2018. <http://dropoutprevention.org/effective-strategies/active-learning/>..

⁶² Freire, P. (1972). [Pedagogy of the Oppressed.] (Trans. Myra Bergman Ramos.) New York: Herder.

⁶³ Sahin, A. (2013). STEM Project-Based Learning. In: Capraro, R.M., Capraro, M.M., Morgan, J.R. (Eds.) *STEM Project-Based Learning*. SensePublishers

(4) induces learning as rewarding, (5) fosters initiative and autonomy, (6) works across subjects, and (7) allows visibility into opportunities for differentiated instruction.⁶⁴

Inquiry-based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations.⁶⁵ Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, describes it best, “Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information Inquiry based curriculum has been shown to develop independent and **critical thinking skills**, positive attitudes and curiosity toward science and increased achievement in biological content.”⁶⁶

We believe student **output must have depth and value** in order to foster a sense of pride and accomplishment.⁶⁷ Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called **scaffolding**.⁶⁸ 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 students’ knowledge, this also sparks and stimulates their curiosity and passion for learning. Research shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts.⁶⁹

⁶⁴ Guido, M. (2017). Inquiry-Based Learning Definition, Benefits & Strategies. Accessed November 25, 2023 from <https://www.prodigygame.com/blog/inquiry-based-learning-definition-benefits-strategies/>

⁶⁵ Pedaste, M.; Mäeots, M.; Siiman, L. A.; de Jong, T.; van Riesen, S. A. N.; Kamp, E. T.; Manoli, C. C.; Zacharia, C. Z.; Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*: 14.

⁶⁶ Franklin, W. A. Inquiry Based Approaches to Science Education: Theory and Practice. Hall D. A., McCurdy D. W. (1990). A comparison of a biological sciences curriculum study (BSCS) laboratory and a traditional laboratory on student achievement at two private liberal arts colleges. *Journal of Research in Science Teaching*, 27, 625-636
 Kyle W. C. Jr., Bonnstetter R. J., Gadsden T. Jr. (1988). An implementation study: An analysis of elementary students’ and teachers’ attitudes toward science in process-approach vs. traditional science class. *Journal of Research in Science Teaching*, 25, 103-120.
 Kyle, William & Shymansky, Jim & Alport, J.. (1982). The alphabet soup science curricula of the sixties: How effective were they? *The Science Teacher*, 99.
 Shymansky, J.A. (1984). BSCS programs: just how effective were they? *The American Biology Teacher* (46)54-57.

⁶⁷ Berger, R.; Rugen, L.; & Woodfin, L. (2014). *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment*. Jossey-Bass.

⁶⁸ Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychiatry and Psychology*. 17;2: 89-100.

⁶⁹ Rushton, S., Eitelgeorge, J., Zickafoose, R. (2003). Connecting Brian Cambourne’s Conditions of Learning to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal*. 31;1: 11-21.

We also believe learning best occurs through **project-based learning**. Research on the effectiveness and benefits of project-based learning is expansive. The pedagogy is recognized to significantly improve student performance outcomes, including academic achievement, engagement and motivation, and advanced thinking practices.⁷⁰ Through project-based learning and interdisciplinary instruction, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.⁷¹ Project-based learning also enhances student motivation to focus on a task that they have inherent interest in given that the topic and/or approach to solving a problem is often their choice.⁷² The approach also often empowers students with the autonomy to design and execute on projects, practice group leadership, and exercise project ownership and responsibility.⁷³

We have designed our curriculum to be relevant to our student demographic, while allowing students to explore and connect to the richness and diversity of the broader world. In other words, MPS implements **culturally and linguistically responsive teaching**, defined as “using the cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.”⁷⁴ Enduring understanding occurs when content instruction includes cultural learning, tied to students’ lived experiences outside of school.⁷⁵ As a result, students also learn about cultural commonalities and differences, including how others distinctly think and apply a field of knowledge – further establishing students’ foundation in college and career readiness.⁷⁶ In ELA, for example, teachers select texts that reflect a range of cultural backgrounds. Through exposure to varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge. We seek to engage students’ natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries.⁷⁷

Based on research and experience, the founders of MPS uphold that learning best occurs when effectively integrating technology into teaching and learning. At MPS this takes the form of **blended learning**, with students at every grade level using a variety of adaptive online learning platforms to engage in customized skills practice and core content mastery, while providing real-time data for teachers about each student’s proficiency and progress. According to studies, benefits of blended

⁷⁰ Zhang, L. & Ma, Y. (2023). A study of the impact of project-based learning on student learning effects: a meta-analysis study. *Frontiers in Psychology*, 14.

⁷¹ Sill, D. J. (2001). [Integrative Thinking, Synthesis, and Creativity in Interdisciplinary Studies.] *The Journal of General Education*, 50(4), 288-311.

⁷² Kagan, S. (1995). *We Can Talk: Cooperative Learning in the Elementary ESL Classroom*. ERIC Clearinghouse on Languages and Linguistics.

⁷³ Evensen, D. H., & Hmelo, C. E. (Eds.). (2000). *Problem-based learning: A research perspective on learning interactions*. Lawrence Erlbaum Associates Publishers.

⁷⁴ Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

⁷⁵ Hurley, J. (2000). [The Foundations of Dual Language Instruction.]

⁷⁶ Mensah, F. M. (2021). Culturally Relevant and Culturally Responsive: Two Theories of Practice for Science Teaching. *Science and Children*, 58(4). Accessed November 25, 2023 from <https://www.nsta.org/science-and-children/science-and-children-marchapril-2021/culturally-relevant-and-culturally>

⁷⁷ Freire, P. (1972). [Pedagogy of the Oppressed.] (Trans. Myra Bergman Ramos.) New York: Herder.

learning abound, including the option for students to learn at a pace and with curriculum that is personalized (including opportunities for acceleration and advanced learning), the opportunity to reinforce instruction, continuous student and faculty access to course content and systems, wide variety in online programs, and the reduction of classroom management disturbances.⁷⁸ One summary of research on the topic concludes that the “students like learning with computers and their attitudes toward learning and school are positively affected by computer use” and that “students learn more quickly and with greater retention when learning with the aid of computers.”⁷⁹ Technology use also seems most effective for otherwise low achieving and at-risk students.⁸⁰

MPS offers a **comprehensive college and career-prep program**, starting in elementary school with college visits and workshops for parents about college prep and planning. Alumni mentors who have graduated from college return to campus and speak with our students about their experiences, and we ensure each student has a **personalized graduation plan** that includes their plans following high school. Magnolia recently has adopted a renewed focus on college prep via **dual enrollment**, including adopting an “early college” model at some of our schools and beginning work on developing Career Technical Education (“CTE”) pathways. These initiatives – including dual enrollment programs in partnership with area community colleges – offer all students a viable, approachable option to earn a significant amount of college transfer credits, potentially towards a postsecondary diploma or CTE certification. A meta study of dual enrollment research reveals positive student impact on college degree attainment, matriculation and enrollment, credit accrual, high school graduation, and boosts to academic achievement in high school.⁸¹

INNOVATION

Many public schools, especially those who serve socioeconomically disadvantaged students and a high proportion of minority students, erroneously assume that in order to bring students up to grade level proficiency in ELA and math, the school has to “give up” science instruction (including engineering and technology), as well as the arts. Since the inception of MPS throughout California, our educators have seen the consequences of these decisions and prioritized **STEAM-themed learning**. Even when a unique program like MSA-1 is provided to students starting in the middle school years, many students have already “given up” on science. They lack the preparation and confidence in the learning process and therefore find it difficult to change their mindset around learning. Evidence suggests that since the United States adapted the CCSS, which focuses on math and English, this has had a negative effect on student achievement data in other subjects – namely, science and social studies. The negative data is most pronounced among historically high-need students.⁸²

⁷⁸ Shand, Kristen & Farrelly, Susan. (2018). The Art of Blending: Benefits and Challenges of a Blended Course for Pre-Service Teachers. *Journal of Educators Online*, 15.

⁷⁹ Noeth, R. J., & Volkov, B. B. (2004). *[Evaluating the Effectiveness of Technology in Our Schools.]* ACT Policy Report. American College Testing ACT Inc.

⁸⁰ Ibid.

⁸¹ U.S Department of Education: Institute of Education Sciences. (2017). What Works Clearinghouse Intervention Report: A summary of findings from a systematic review of the evidence: Dual Enrollment Programs. Accessed January 5, 2024 from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

⁸² Arold, B. W. and Shakeel M. D. (2021). The Unintended Effects of the Common Core State Subjects on Non-Targeted Subjects.

We believe that students value and learn science – and learn across different subjects – best when:

- A variety of presentation modes are used to accommodate different learning styles.⁸³
- Students are given opportunities to interact and share ideas with their peers.⁸⁴
- The scientific contributions of individuals from all ethnic origins are recognized and valued.⁸⁵
- Other subject areas are infused into science.⁸⁶
- Inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process.⁸⁷

Our inquiry-based teaching strategies align naturally to STEAM-based learning in all grades, and are often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations.

While Magnolia initially was founded as a STEM-themed school, we soon realized the critical importance of the Arts in engaging and motivating students, offering creative and different ways of expressing learning, and allowing critical means of self-expression for our underserved students. “[A]rts integration has been shown by several rigorous studies to increase student engagement and achievement among youth from both low and high socioeconomic backgrounds.”⁸⁸ At all our grade levels, all students will have access to visual and performing arts instruction, activities and public demonstrations of their work products.

At all our grade levels, we work to improve students’ academic skills, especially those who are performing below grade level, by providing a comprehensive **Multi-Tiered System of Supports** (“MTSS”) model, described fully later in this petition. Research on the MTSS model has shown: statistically significant associations to fewer suspension and student discipline referrals;⁸⁹ faculty reports of more

⁸³ Yeo, J., & Nielsen, W. (2020). Multimodal science teaching and learning. *Learning: Research and Practice*, 6(1), 1–4.

⁸⁴ Tullis, J.G., & Goldstone, R.L. (2020). Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, 5(15).

⁸⁵ University of California Museum of Paleontology, Berkeley. (2013). The scientific community: Diversity makes the difference. Accessed January 11, 2024 from <https://undsci.berkeley.edu/understanding-science-101/the-social-side-of-science-a-human-and-community-endeavor/the-scientific-community-diversity-makes-the-difference/>.

⁸⁶ Lois K., & Stead, D. (Eds.) (2024). *Enhancing Primary Science: Developing Effective Cross-Curricular Links*. McGraw-Hill Education.

Byrne, E., & Brodie, M. (2012). *Cross Curricular Teaching and Learning in the Secondary School... Science* (1st ed.). Routledge: London, UK.

⁸⁷ Ergül, R., Şimşekli, Y., Çalış, S., Özdelek, Z., Göçmençelebi, Ş., & Şanlı, M. (2011). The Effects of Inquiry-based Science Teaching on Elementary School Students’ Science Process Skills and Science Attitudes. *Bulgarian Journal of Science & Education Policy*, 5(1).

⁸⁸ Catterall, J. S. (2012). [The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies.] Research Report# 55. National Endowment for the Arts.

⁸⁹ Scott, T. M., Gage, N. A., Hirn, R. G., Lingo, A. S., & Burt, J. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. *Preventing School Failure*, 63(4), 308–316 (2019)

Elfner Childs, K., Kincaid, D., & Peshak George, H. (2010). A Model for Statewide Evaluation

students scoring at benchmark or proficient on state assessments;⁹⁰ and educator-reported improvements in social and emotional behavior, and fewer referrals for special education.⁹¹ MSA-1 offers comprehensive tutoring and intervention programs during, before and after-school. EL students receive both designated and integrated EL instruction daily, and SWD receive both pull-out and push-in services. We will empower each of our students to become self-motivated, competent, and lifelong learners by meeting them where they are, and helping them grow.

Because one's personal needs are intrinsically motivating, we begin the learning process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication throughout their progression at MPS, in developmentally appropriate ways. This helps guide our educators in developing their curriculum so that it is personalized and aligned to meet students at their level. Research demonstrates that **personalized learning plans** support students to learn the relevance and applicability of mastering academic skills and content – increasing motivation and laying the grounding for effective college and career readiness.⁹²

In MPS' student-centered approach, a single classroom inevitably will have students at myriad levels with varying needs. Teachers must then work to **differentiate learning** for each student, ensuring that that the student who is reading below grade level, the English Learner, the gifted student and the student who needs more processing time each are given equal access to the curriculum and the opportunity to demonstrate their mastery of the content. In our intensively **data-driven** program, MPS carefully collects and disaggregates data in order to consistently and continuously monitor and measure student mastery of grade-level content standards and growth, as well as provide immediate feedback to improve learning.⁹³ Research has shown that using data in instructional decisions can lead to improved student performance.⁹⁴ By constantly "beginning with the end in mind" through both backwards planning and a constant reflection on data, we can ensure our curriculum is having the desired impact. Our planned before- and after-school programs, intersessions and Saturday school offer additional academic assistance to students, as well as provide a safe place for academic, social and emotional enrichment beyond the school day. Based on research and experience, these programs promote a love

of a Universal Positive Behavior Support Initiative. *Journal of Positive Behavior Interventions*, 12(4), 198–210.

⁹⁰ Reedy, K., & Lacireno-Paquet, N. (2015). Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report—2014. WestEd.

⁹¹ Dillard, C. (2017). Multi-Tiered System of Supports (MTSS) and Implementation Science.

⁹² Solberg, V. S.; Wills, J.; Redmon, K; and Skaff, L. (2014). Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Efforts. Findings and Recommendations for a Multi-Method, Multi-Study Effort. National Collaborative on Workforce and Disability for Youth.

⁹³ Garnett, B. (2010). In Organization for Economic Cooperation and Development (Ed.) *Educating Teachers for Diversity: Meeting the Challenge*. OECD iLibrary.

⁹⁴ Wayman, J. C. (2005). [Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection.] *Journal of Education for Students Placed At Risk*, 10(3), 295-308.

Wayman, J. C., Cho, V., & Johnston, M. T. (2007). [The Data-Informed District: A District-Wide Evaluation of Data Use in the Natrona County School District.] Wohlstetter, P., Datnow, A., & Park, V. (2008). [Creating a System for Data-Driven Decision-Making: Applying the Head of School-Agent Framework.] *School Effectiveness and School Improvement*, 19(3), 239-259.

of learning and accelerates positive feelings about the school experience, as well as nurture a sense of family and connection in our students.⁹⁵

CONNECTION

As Nel Noddings wrote in *The Challenge to Care in Schools*, schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.”⁹⁶ A fundamental core of our operations, we emphasize our students’ psycho-social development and sense of “belonging”; including an emphasis on compassionate communication as we help our students develop critical communication and character skills.

The focus on **life skills** and **character education** is an important element of the MPS model that enhances our students’ learning experience. Our life skills instruction is designed to empower students with critical study and organizational skills, as well as important social skills such as conflict resolution and effective communication, at each stage of their development. 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.⁹⁷

In addition to our educators, as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The **home-school connection** is fostered with home visits, frequent home-school communications, parent workshops, parent volunteering in school life (English Learner Advisory Committee (“ELAC”), Parent Advisory Committee (“PAC”), volunteering to plan events, etc.), and frequent school community events.

A New Wave of Evidence, a report from Southwest Educational Development Laboratory, found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”⁹⁸ 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.⁹⁹

Beyond a focus on having an impact on their local community via projects and other forms of **community service and engagement**, we also believe that students must look far more broadly outside their local communities and embrace a **global focus** in today’s modern, inter-connected world. We offer

⁹⁵ Durlak, Joseph & Weissberg, Roger. (2007). The Impact of After-School Programs that Promote Personal and Social Skills. Collaborative for Academic, Social, and Emotional Learning.

⁹⁶ Noddings, N. (2015). [The Challenge to Care in Schools.] 2nd Edition. Teachers College Press.

⁹⁷ Prajapati, R. K., Sharma, B., & Sharma, D. (2017). Significance of Life Skills Education. *Contemporary Issues in Education Research*. 10;1: 1-6.

⁹⁸ Henderson, A. T., & Mapp, K. L. (2002). [A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.] Annual Synthesis, 2002.

⁹⁹ Bowen, N. K. (1999). A Role for School Social Workers in Promoting Student Success through School-Family Partnerships. *Children & Schools*, 21;1: 34–47.

world languages, opportunities for international trips and guest speakers, and a focus throughout the curricula – especially for our older students – on each individual’s impact on the world. Not only does this deepen students’ academic knowledge and skills, but it also expands their world view and teaches life skills, such as problem-solving, flexibility, and adaptability.¹⁰⁰ Meanwhile, the benefits of learning a second – or third – language are aligned to Magnolia Public Schools’ broader vision and include:

- improved achievement in other academic subjects, especially deeper understanding and more precise use of English grammar
- boosts to abstract, advanced, and creative thinking
- enhanced brain development
- improved sense of personal accomplishment
- increased cultural awareness, curiosity, and competency
- better career opportunities
- more effective empathetic communication.¹⁰¹

Studies reveal that students who attend schools that provide opportunities for community engagement tend to evolve into active citizens in adulthood.¹⁰² Therefore, MPS students will regularly engage in community service 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 helps students move from adolescence and school to adulthood and society, understanding their role in the community and impact on those around them.

GOALS, ACTIONS, AND OUTCOMES IN THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonable comprehensive of the Charter School’s annual goals, actions and measurable outcomes, both school wide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 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 CCSS) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the school’s annual goals, for all pupils (including statistically significant subgroups) pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

¹⁰⁰ Byrnes D. A. (2001). “Travel Schooling: Helping Children Learn through Travel.” *Childhood Education*, 77 (6): 345-50.

¹⁰¹ NEA Research. (2007). The Benefits of Second Language Study. Accessed January 4, 2024 from <https://portal.ct.gov/-/media/SDE/World-Languages/BenefitsofSecondLanguage.pdf>

¹⁰² Pancer, S. M. (2015). *The Psychology of Citizenship and Civic Engagement*. Oxford Academic: Oxford, UK.

LOCAL CONTROL FUNDING FORMULA (LCFF) STATE PRIORITIES

GOAL #1

BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☐:
☐

Specific Annual Actions to Achieve Goal

1. Teacher assignments and credentials

- Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained.
- Charter School will support our teachers' credentialing needs.
- Charter School will annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents.

2. Instructional materials and technology

- Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials.
- Charter School will annually review budgets and plans to ensure adequate budget for instructional materials.
- Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources.
- Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

3. Clean and safe facilities that support learning

- Charter School will continually improve and maintain facilities to ensure school safety, security and high-quality learning and working environments.
- Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced.

4. Healthy and nutritious meals

- Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn.
- Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.

5. Well-orchestrated Home Office support services

- The MPS Home Office will provide services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability.

The Home Office will manage business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.

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: The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)

| APPLICABLE STUDENT GROUPS | Baseline 2022-23 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 71.4% | > 85% | > 85% | > 85% | > 85% | > 85% |

Outcome #2: Students will have equitable access to high-quality and standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 0% | 0% | 0% | 0% | 0% | 0% |

Outcome #3: Items on facility inspection checklists will be in compliance/good standing.

Metric/Method for Measuring: Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 0 | 0 | 0 | 0 | 0 | 0 |

GOAL #2

EXCELLENCE: Under our first core pillar of *Excellence*, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including *Literacy with a Learner's Mindset* and *Critical Thinking* skills as they pursue academic excellence.

Related State Priorities:

- ☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐
☐

Specific Annual Actions to Achieve Goal

1. Broad course of study and standards-based curriculum

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- 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 groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

2. Professional development for high-quality instruction

- Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)
- In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

3. MTSS - Academic enrichment, intervention, and student support

- Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.
- 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.
- Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs.
- SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

4. Designated and integrated ELD programs and support for ELs

- Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework.
- Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.
- Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.

5. Support for students with disabilities

- Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments.
- Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment.
- Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility.
- Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed, and present levels will be updated during annual and triennial reviews as required by the IDEA.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide sufficient access to all programs and services.

Metric/Method for Measuring: Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (*Source: Local Indicator Priority 7, SIS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: Charter School will provide implementation of state standards for all students.

Metric/Method for Measuring: Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (*Source: Local Indicator Priority 2, SchoolMint Grow*)

| APPLICABLE STUDENT GROUPS | BASELINE 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 79% | ≥ 85% | ≥ 85% | ≥ 85% | ≥ 85% | ≥ 85% |

Outcome #3: Charter School will provide a Multi-Tiered System of Supports ("MTSS") model of varied and strategically utilized supports and interventions to all students, including ELs, both during the school day and after school.

Metric/Method for Measuring: Percentage of students who have received a grade of "C" or better in core subjects and electives (*Source: SIS*)

| APPLICABLE STUDENT GROUPS | BASELINE 2023-24 (FIRST SEMESTER) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|-----------------------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 70% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% |

Outcome #4: Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (*Source: CDE DataQuest*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students (Schoolwide) | 38.34% | 2 percentage points increase | 2 percentage points increase | 2 percentage points increase | 2 percentage points increase | 2 percentage points increase |

| | | from the prior year | from the prior year | from the prior year | from the prior year | from the prior year |
|---------------------------------------|--------|---|--|---|---|---|
| Socioeconomically Disadvantaged (SED) | 37.47% | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year |
| English Learners (EL) | 0.97% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Long-Term English Learners (LTEL) | 0.00% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Students with Disabilities (SWD) | 14.52% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 34.69% | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year | 2 percentage points increase from the prior year |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | 72.22% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Filipino (FI) | N/A | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |

| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
|---|-----------------------------|---|---|---|---|---|
| White (WH) | 50.00% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |
| Outcome #5: All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard. Metric/Method for Measuring: Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (<i>Source: CA School Dashboard</i>) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide) | 31.4 points below standard | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year |
| Socioeconomically Disadvantaged (SED) | 34.8 points below standard | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year |
| English Learners (EL) | 106.8 points below standard | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year |
| Long-Term English Learners (LTEL) | 141.8 points below standard | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year |
| Students with Disabilities (SWD) | 109.3 points below standard | 5 points increase from the prior year | 5 points increase from the prior year | 5 points increase from the prior year | 5 points increase from the prior year | 5 points increase from the prior year |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 41.4 points below standard | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|--|----------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Asian (AS) | 61.5 points above standard | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year |
| Filipino (FI) | N/A | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | 2.3 points below standard | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year | 1 point increase from the prior year |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #6: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading assessment (Grades 6-11)

Metric/Method for Measuring: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (*Source: NWEA MAP*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-30 |
|--|------------------|---------|-----------|-----------|-----------|---------|
| All Students (Schoolwide) | 57.9% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Socioeconomically Disadvantaged (SED) | 57.3% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| English Learners (EL) | 50.4% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Students with Disabilities (SWD) | 58.1% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 57.3% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #7: All Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (*Source: CDE DataQuest*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------------------|------------------|--|--|--|--|--|
| All Students (Schoolwide) | 24.73% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Socioeconomically Disadvantaged (SED) | 23.34% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| English Learners (EL) | 5.18% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Long-Term English Learners (LTEL) | 3.64% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Students with Disabilities (SWD) | 4.76% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 20.29% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | 55.56% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |

| | | | | | | |
|--|--------|---|---|---|---|---|
| Filipino (FI) | N/A | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | 52.63% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #8: All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

Metric/Method for Measuring: Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------------------|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| All Students (Schoolwide) | 73.9 points below standard | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year |
| Socioeconomically Disadvantaged (SED) | 78.0 points below standard | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year |
| English Learners (EL) | 122.8 points below standard | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year |
| Long-Term English Learners (LTEL) | 164.8 points below standard | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year |
| Students with Disabilities (SWD) | 157.4 points below standard | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year | 8 points increase from the prior year |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|--|----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Hispanic (HI) | 83.2 points below standard | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year | 4 points increase from the prior year |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | 19.7 points below standard | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year |
| Filipino (FI) | N/A points below standard | 2 points increase from the prior year | 2 points increase from the prior year | 2 points increase from the prior year | 2 points increase from the prior year | 2 points increase from the prior year |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | 9.9 points below standard | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year | 3 points increase from the prior year |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #9: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11)

Metric/Method for Measuring: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------------------|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | 61.1%% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Socioeconomically Disadvantaged (SED) | 60.1%% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| English Learners (EL) | 62.1%% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Long-Term English Learners (LTEL) | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities (SWD) | 53.3%% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 59.4% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |

| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
|---|------------------|--|--|--|--|--|
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |
| Outcome #10: All Schoolwide and all statistically significant student groups in grades 8 and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments. | | | | | | |
| Metric/Method for Measuring: Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide) | 21.84% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| Socioeconomically Disadvantaged (SED) | 21.27% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |
| English Learners (EL) | 0.00% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Long-Term English Learners (LTEL) | 0.00% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Students with Disabilities (SWD) | 2.22% | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year | 3 percentage points increase from the prior year |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 19.18% | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year | 1 percentage point increase from the prior year |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #11: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (*Source: CA School Dashboard*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
| English Learners | 23.3% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% | ≥ 50% |

Outcome #12: EL students will be reclassified annually.

Metric/Method for Measuring Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (*Source: CDE DataQuest*).

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
| English Learners | 6.9% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% |

GOAL #3

INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of *Innovation*. Each student will become an independent, innovative scholar by practicing *Creativity* and *Adaptability* in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Related State Priorities:

- ☐ 1 ☒ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

1. College/Career readiness programs and activities

- Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation.
- Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission.
- Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities.
- Charter School will explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

2. STEM and GATE programs

- Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs.

- Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements.
- With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes.
- Charter School will design and implement computer science and engineering-related courses and activities.
- Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

3. Digital literacy and citizenship programs

- Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings.
- Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions.
- Charter School staff will teach and model safe, savvy, and social digital citizenship.

4. Physical education, activity, and fitness

- Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE.
- Students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active.
- Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

5. Additional programs and activities that support well-rounded education

- To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc.
- It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc.
- Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.

Expected Annual Measurable Outcomes

Outcome #1: All students will have sufficient access to Accelerated and/or Advanced Math courses and/or Advanced Math clubs.

Metric/Method for Measuring: Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (*Source: Local Indicator Priority 7, SIS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and All Statistically Significant Student Groups) | 9% | ≥ 10% | ≥ 10% | ≥ 10% | ≥ 10% | ≥ 10% |

Outcome #2: All students will learn grade-level appropriate computer and tech-based skills through core learning (keyboarding, Office Suite, online research/safety, and blended learning programs), as well as specific computer and tech-related courses and clubs in secondary grades (coding, robotics, etc.)

Metric/Method for Measuring: Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (*Source: Local Indicator Priority 7, SIS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and All Statistically Significant Student Groups) | 99% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |

Outcome #3: All students (except those excluded for reasons such as the activities in their MTSS plan or IEP) will create or demonstrate a STEAM focused project, experiment, model, or demo.

Metric/Method for Measuring: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (*Source: Local Indicator Priority 7, SIS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and All Statistically Significant Student Groups) | 100% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% |

Outcome #4: Students graduating from MSA-1 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.

Metric/Method for Measuring: Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (*Source: CA School Dashboard*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | 80.5% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% |
| Socioeconomically Disadvantaged (SED) | 81.1% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% |
| English Learners (EL) | N/A | N/A | N/A | N/A | N/A | N/A |
| Long-Term English Learners (LTEL) | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities (SWD) | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 80.6% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% | ≥ 70.0% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #5: Students graduating from MSA-1 will demonstrate college preparedness in ELA/Literacy pursuant to the Early Assessment Program (EAP)

Metric/Method for Measuring: Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (*Source: CDE DataQuest*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|----------|----------|----------|----------|----------|
| All Students (Schoolwide and all statistically significant student groups) | 58.16% | ≥ 55.00% | ≥ 55.00% | ≥ 55.00% | ≥ 55.00% | ≥ 55.00% |

Outcome #6: Students graduating from MSA-1 will demonstrate college preparedness in Mathematics pursuant to the Early Assessment Program (EAP)

Metric/Method for Measuring: Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|----------|----------|----------|----------|----------|
| All Students (Schoolwide and All Statistically Significant Student Groups) | 21.43% | ≥ 35.00% | ≥ 35.00% | ≥ 35.00% | ≥ 35.00% | ≥ 35.00% |

Outcome #7: Students will be offered AP courses and AP course support to succeed on the AP exams.

Metric/Method for Measuring: Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 73.1% | ≥ 55.0% | ≥ 55.0% | ≥ 55.0% | ≥ 55.0% | ≥ 55.0% |

Outcome #8: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 66.7% | ≥ 60.0% | ≥ 60.0% | ≥ 60.0% | ≥ 60.0% | ≥ 60.0% |

Outcome #9: All students will have sufficient access to college courses through dual and concurrent enrollment.

Metric/Method for Measuring: Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 31.2% | ≥ 35.0% | ≥ 35.0% | ≥ 35.0% | ≥ 35.0% | ≥ 35.0% |

Outcome #10: All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 96.1% | ≥ 90.0% | ≥ 90.0% | ≥ 90.0% | ≥ 90.0% | ≥ 90.0% |

Outcome #11: Students will be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 0.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% |

Outcome #12: All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU and be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Metric/Method for Measuring: Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 0.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% | ≥ 10.0% |

GOAL #4

CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, *Connection*, and have access to meaningful engagement opportunities that help cultivate *Effective Communication and Global Citizenship* in a safe and nurturing environment. Educational partners 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

1. Seeking family input for decision making

- Charter School will build the capacity of and support administrators, teachers and staff to build the capacity of and support family members to effectively engage in advisory groups and decision-making.
- Charter School will provide all families with opportunities to provide input on policies and programs and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings.

2. Building relationships and partnerships with families for student outcomes

- Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children.
- We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.
- Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level.

- Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy.
- Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

3. MTSS - PBIS and SEL support

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms.
- Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development.
- We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices.
- Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive.
- Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities.
- Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

4. Annual educational partner surveys

- Charter School will annually administer school experience surveys to students, families, and staff. Our staff will analyze the survey results to identify the greatest progress and needs to inform our next steps.

5. Community outreach and partnerships

- Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school.
- School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community.
- Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs.
- Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold Parent Advisory Committee (PAC) meetings

Metric/Method for Measuring: Number of Parent Advisory Committee (PAC) meetings per year (*Source: Local Indicator Priority 3*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | 5 | ≥ 8 | ≥ 8 | ≥ 8 | ≥ 8 | ≥ 8 |

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

Metric/Method for Measuring: Number of English Learner Advisory Committee (ELAC) meetings per year (*Source: Local Indicator Priority 3*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
|---------------------------|------------------|---------|---------|---------|---------|---------|

| English Learners | 3 | ≥ 4 | ≥ 4 | ≥ 4 | ≥ 4 | ≥ 4 |
|---|----------------------------|----------|----------|----------|----------|----------|
| Outcome #3: Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Metric/Method for Measuring: Number of activities/events for family engagement per year (<i>Source: Local Indicator Priority 3</i>) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide and all statistically significant student groups) | 78 | ≥ 50 | ≥ 50 | ≥ 50 | ≥ 50 | ≥ 50 |
| Outcome #4: Charter School's teachers will conduct home visits of students who are new to the school, seniors, students in the MTSS process or other identified needs, with visits tracked by the MTSS and administrators. Metric/Method of Measuring: Percentage of students who have been home visited by the teachers per year (<i>Source: Local Indicator Priority 3, SIS</i>). | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide and all statistically significant student groups) | 14.4% | ≥ 15.0% | ≥ 15.0% | ≥ 15.0% | ≥ 15.0% | ≥ 15.0% |
| Outcome #5: Charter School will maintain a high average daily attendance (ADA) rate. Metric/Method for Measuring: Average Daily Attendance (ADA) Rate (<i>Source: P-2 report, SIS</i>) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 (P-2 ADA) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide and all statistically significant student groups) | 93.17% | ≥ 92.00% | ≥ 92.00% | ≥ 92.00% | ≥ 92.00% | ≥ 92.00% |
| Outcome #6: Charter School will maintain a low chronic absenteeism rate. Metric/Method for Measuring: Chronic Absenteeism Rate (<i>Source: CA School Dashboard, SIS</i>) | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (Schoolwide) | 23.0% | ≤ 19.0% | ≤ 18.0% | ≤ 17.0% | ≤ 16.0% | ≤ 15.0% |
| Socioeconomically Disadvantaged (SED) | 23.3% | ≤ 19.0% | ≤ 18.0% | ≤ 17.0% | ≤ 16.0% | ≤ 15.0% |
| English Learners (EL) | 25.2% | ≤ 21.0% | ≤ 20.0% | ≤ 19.0% | ≤ 18.0% | ≤ 17.0% |
| Long-Term English Learners (LTEL) | 24.1% | ≤ 21.0% | ≤ 20.0% | ≤ 19.0% | ≤ 18.0% | ≤ 17.0% |
| Students with Disabilities (SWD) | 41.2% | ≤ 32.0% | ≤ 29.0% | ≤ 26.0% | ≤ 23.0% | ≤ 20.0% |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 23.7% | ≤ 19.0% | ≤ 18.0% | ≤ 17.0% | ≤ 16.0% | ≤ 15.0% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #7: Charter School will maintain a low middle school dropout rate.

Metric/Method for Measuring: Middle school dropout rate (*Source: CALPADS*).

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Middle School Students (Schoolwide and all statistically significant student groups) | 0.00% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% |

Outcome #8: Charter School will maintain a low high school dropout rate.

Metric/Method for Measuring: High school dropout rate.

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All High School Students (Schoolwide and all statistically significant student groups) | 0.00% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% | ≤ 2.0% |

Outcome #9: Charter School will maintain a high graduation rate.

Metric/Method for Measuring: Graduation Rate (*Source: CA School Dashboard, CALPADS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | 97.4% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% |
| Socioeconomically Disadvantaged (SED) | 97.3% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% |
| English Learners (EL) | N/A | N/A | N/A | N/A | N/A | N/A |
| Long-Term English Learners (LTEL) | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities (SWD) | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 98.6% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% | ≥ 95.0% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #10: Charter School will maintain a low student suspension rate.

Metric/Method for Measuring: Student Suspension Rate (*Source: CA School Dashboard, CALPADS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
|---------------------------|------------------|---------|---------|---------|---------|---------|

| | | | | | | |
|--|------|--------|--------|--------|--------|--------|
| All Students (Schoolwide) | 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| Socioeconomically Disadvantaged (SED) | 2.7% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| English Learners (EL) | 2.8% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| Long-Term English Learners (LTEL) | 3.3% | ≤ 3.0% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| Students with Disabilities (SWD) | 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| Foster Youth (FY) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless (HOM) | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic (HI) | 2.7% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% | ≤ 2.5% |
| African American (AA) | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native (AI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian (AS) | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino (FI) | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander (PI) | N/A | N/A | N/A | N/A | N/A | N/A |
| White (WH) | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races (MR) | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #11: Charter School will maintain a low student expulsion rate.

Metric/Method for Measuring: Student Expulsion Rate (*Source: CDE DataQuest, CALPADS*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | 0.00% | ≤ 0.50% | ≤ 0.50% | ≤ 0.50% | ≤ 0.50% | ≤ 0.50% |

Outcome #12: Charter School will maintain high approval rates in the school experience surveys of students, families, and staff.

Metric/Method for Measuring: School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (*Source: Local Indicator Priority 6, Panorama Education*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|------------------|---------|---------|---------|---------|---------|
| All Students (Schoolwide and all statistically significant student groups) | Students: 55% | ≥ 65% | ≥ 65% | ≥ 65% | ≥ 65% | ≥ 65% |
| | Families: 92% | ≥ 95% | ≥ 95% | ≥ 95% | ≥ 95% | ≥ 95% |
| | Staff: 70% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% | ≥ 80% |

Outcome #13: Charter School will maintain high satisfaction rates in the school experience surveys of students, families, and staff.

Metric/Method for Measuring: School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (*Source: Local Indicator Priority 6, Panorama Education*)

| APPLICABLE STUDENT GROUPS | Baseline 2023-24 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|------------------|---------|---------|---------|---------|---------|
|---------------------------|------------------|---------|---------|---------|---------|---------|

| | | | | | | |
|--|---------------|-------|-------|-------|-------|-------|
| All Students (Schoolwide and all statistically significant student groups) | Students: 62% | ≥ 75% | ≥ 75% | ≥ 75% | ≥ 75% | ≥ 75% |
| | Families: 95% | ≥ 95% | ≥ 95% | ≥ 95% | ≥ 95% | ≥ 95% |
| | Staff: 77% | ≥ 85% | ≥ 85% | ≥ 85% | ≥ 85% | ≥ 85% |

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

The MSA-1 program prepares students to be productive, innovative, and responsible individuals for success through middle and high school, as well as post-secondary school and meaningful careers, by providing a rigorous standards-based program through integrated math, science, and technology themes. The inquiry-based hands-on instructional approach not only teaches young students to “learn to learn” but also prepares them for success in the pursuit of future STEAM careers and interests in upper grades.

Based on Delors’ (1996) four ‘pillars’ of education for the future,¹⁰³ MSA-1 believes lifelong learning is broadly defined as: learning that is flexible, diverse, and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e., post-compulsory education). At MSA-1, 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 – becoming equipped for the types of work needed now and in the future, including innovation and adaptation of learning to future work environments

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

Learning to be – through education, developing holistically: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality.

MSA-1 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, subcultures, families and communities, and negotiate conflicts.

INSTRUCTIONAL DESIGN

¹⁰³ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

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

As described above, MPS's anchor core values of **Excellence**, **Innovation**, and **Connection**, which permeate all school activities, have inspired six competencies we consider essential for success in college and 21st century careers: literacy with a learner's mindset; critical thinking; creativity; effective communication; adaptability; and global citizenship. MPS' instructional program is rooted in academic rigor and aligned with the Common Core State Standards, Next Generation Science Standards and the framework for instructional design, all of which drive lesson plans and the assessment of student, teacher, and staff achievement. The means by which students master these content standards, as well as our six competencies and three anchor core values, are detailed below.

| EXCELLENCE | INNOVATION | CONNECTION |
|--|--|---|
| <ul style="list-style-type: none"> • Literacy w/Learner Mindset • Critical Thinking | <ul style="list-style-type: none"> • Creativity • Adaptability | <ul style="list-style-type: none"> • Effective Communication • Global Citizenship |
| <ul style="list-style-type: none"> ▪ Integrated, Engaged Learning Approaches <ul style="list-style-type: none"> ▪ Constructivist/Experiential Learning ▪ Project-Based Learning ▪ Culturally and Linguistically Responsive Teaching ▪ Blended (Tech-Based) Learning ▪ Advanced Learning Opportunities ▪ College and Career Prep <ul style="list-style-type: none"> ▪ Individual Graduation Plans ▪ Dual Enrollment ▪ College Tracking and Mentorship ▪ Alumni Support/Tracking | <ul style="list-style-type: none"> ▪ STEAM Focus <ul style="list-style-type: none"> ▪ STEAM Interdisciplinary Learning ▪ STEAM-Related Field Trips ▪ Local and National Competitions (Science Fairs, Robotics) ▪ Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports ("MTSS") Model <ul style="list-style-type: none"> ▪ Universal Design for Learning and Differentiated Instruction ▪ Data-Driven Personalization ▪ Portfolio Module with Learning Targets ▪ Expanded Learning Time | <ul style="list-style-type: none"> ▪ Community Schools/Whole Child Approach <ul style="list-style-type: none"> ▪ Social-Emotional Learning ("SEL") and Character Education ▪ PBIS/Trauma-Informed Approach ▪ Home-School Connection ▪ Community Partnerships to Support Students and Families ▪ Global Focus <ul style="list-style-type: none"> ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Community Service and Volunteerism |

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE

| EXCELLENCE |
|---|
| <ul style="list-style-type: none"> • Literacy w/Learner Mindset • Critical Thinking |
| <ul style="list-style-type: none"> ▪ Integrated, Engaging Learning Approaches <ul style="list-style-type: none"> ▪ Constructivist/Experiential Learning ▪ Project-Based Learning ▪ Culturally and Linguistically Responsive Teaching ▪ Blended (Tech-Based) Learning ▪ Advanced Learning Opportunities ▪ College and Career Prep |

- Individual Graduation Plans
- Dual Enrollment
- College Tracking and Mentorship
- Alumni Support/Tracking

Integrated, Engaging Learning Approaches

In order to ensure all students, across all grades, master core content instruction in a meaningful way, MSA-1 utilizes a variety of key instructional approaches. Drawing inspiration from influential works such as Alan Blankstein's *Failure Is Not an Option*,¹⁰⁴ Dr. Robert Marzano's *Classroom Management That Works*,¹⁰⁵ Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*,¹⁰⁶ Doug Lemov's *Teach Like A Champion*,¹⁰⁷ Zaretta Hammond's *Culturally Responsive Teaching and The Brain*,¹⁰⁸ and incorporating principles of Universal Design for Learning ("UDL"), MTSS, techniques from the "Get Better Faster" framework, and placing a heightened focus on Social-Emotional Learning ("SEL"), mental and emotional health, and trauma-informed practices, our faculty is exceptionally equipped with evidence-based strategies for effective teaching. (Blended learning strategies are discussed in the section below, *Effectively Integrating Technology into Learning and Teaching*.)

Constructivist/Experiential Learning

Like many – if not most – educators in California today, we believe “learning is an active, contextualized process of constructing knowledge rather than acquiring it” and that “learners continuously test [their] hypotheses through social negotiation . . . bring[ing] past experiences and cultural factors to a situation.”¹⁰⁹ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”¹¹⁰ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.¹¹¹ The more actively engaged students are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the State Standards, and even more importantly, the better equipped they are to handle the challenges of the future.

¹⁰⁴ Blankstein, A. M. (2013). *Failure is not an option: 6 principles that advance student achievement in highly effective schools*.

¹⁰⁵ Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, Va: Association for Supervision and Curriculum Development.

¹⁰⁶ Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd Edition. (n.p.): ASCD.

¹⁰⁷ Lemov, D., & Atkins, N. (2010). *Teach like a champion: 49 techniques that put students on the path to college*.

¹⁰⁸ Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*.

¹⁰⁹ Learning Theories. Constructivism. www.learning-theories.com/constructivism.html. Access on: August 4, 2018.

¹¹⁰ National Drop Out Prevention Center. Active Learning. <http://dropoutprevention.org/effective-strategies/active-learning/>. Accessed on August 4, 2018.

¹¹¹ Freire, P, 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

A discussion of our implementation of experiential/constructivist learning of Magnolia Public Schools is included under the next section on Project Based Learning.

Project Based Learning (“PBL”)

MSA-1 integrates Project Based Learning across all our grade levels. PBL is a pedagogical approach that empowers students to learn through active engagement in real-world, meaningful projects. Through project-based learning, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.¹¹² Through PBL, students are motivated to research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them in their daily lives. PBL capitalizes on the natural curiosities and methods of exploring the world that students of all ages, even early elementary possess, as they gain self-awareness and learn how to learn.¹¹³

PBL engages older students over longer periods of time, as they produce drafts, revise and reflect. PBL fosters cooperation among students, language development for English Learners as students collaborate and speak about what they are doing, and allows students to discover their areas of strength, ultimately helping engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation.¹¹⁴ Perhaps most importantly, projects offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.¹¹⁵

This methodology complements our STEAM focus, allowing students to apply their knowledge in practical, hands-on scenarios, and demonstrate their learning in myriad ways, rather than a traditional quiz or test. Through PBL, students develop problem-solving skills, collaboration, and a deep understanding of how their education relates to the world around them.

At MSA-1, students acquire knowledge by doing and experiencing learning through a hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce. Our students at all our grade levels debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also express themselves via myriad arts and enrichment offerings, clubs and at the secondary level, interscholastic (“CIF”) sports.

We place a robust emphasis on integrating the curriculum through cross-disciplinary learning daily. Teachers are dedicated to making learning not only relevant and engaging but also emotionally supportive through a constructivist, project-based approach. This involves frequent connections to real-world applications, incorporating inquiry, research, reflection, problem-solving, and critical thinking into our instructional methods. As students master content, they are concurrently guided in developing

¹¹² Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

¹¹³ Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

¹¹⁴ Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*. 1990;24(1):93-94.

¹¹⁵ Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

essential learning skills. Our instruction is deeply rooted in thematic integrated approaches, incorporating application of mastered knowledge and skills through projects that draw from ELA, science, math, history, the arts, computer/technology, and more. Our interactive and collaborative approach ensures that assignments are meaningful, engaging, and concepts are authentic. Throughout our holistic program we strive to develop students' capacity for success not just academically but also in the various "soft skills," habits and attributes that will best prepare them for adult life.

This type of active, engaged approach to learning has been shown to be successful across gender, ethnicity, and economic groups. It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or "different" learners. By embracing projects and hands-on learning, in addition to other personalized instructional strategies such as blended learning, our students are able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of contexts, helping them gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

Culturally and Linguistically Responsive Teaching ("CLRT")

We embrace CLRT principles, inspired by Zaretta Hammond's work.¹¹⁶ CLRT acknowledges the cultural and linguistic diversity of our student body and seeks to create an inclusive learning environment that honors and values each student's background. By integrating CLRT principles into our teaching practices, we aim to cultivate a culturally responsive classroom where every student feels seen, heard, and respected. Along with improving academic achievement, this teaching approach supports students of color in maintaining and deepening identity and connections with their ethnic groups and communities. CLRT also helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride.¹¹⁷ Students that come from a cultural background that is different from the mainstream culture encounter difficulties when the curricula do not represent their history, culture, or background in any way, shape, or form. Therefore, discovering their own history and culture in the curricula is important for students to maintain personal perceptions of competence and positive school socialization.¹¹⁸

Our CLRT practices embrace four fundamental principles when infusing students' history and culture into the curricula:

- Language is an integral part of one's identity and culture
- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved
- The unique history, culture, and language of each student must be recognized and respected
- Teaching methodology must accommodate the culture and language of the student.

Blended (Tech-Based) Learning

¹¹⁶ Hammond, Z., *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014).

¹¹⁷ <https://www.accelerated.org/wp-content/uploads/2023/01/EL-Master-Plan-2022-2023-WAHS.pdf>

¹¹⁸ Brown, J. C. (2017). A metasynthesis of the complementarity of culturally responsive and inquiry-based science education in K-12 settings: Implications for advancing equitable science teaching and learning. *Journal of Research in Science Teaching*, 54(9): 1143-1173.

At MSA-1, every teacher has access to dedicated computers and interactive display screens in their classrooms along with wireless network access to prepare teaching activities such as class documentary movies, presentations, and more, as well as facilitating student use of technology in their learning. Students across all grades at MSA-1 develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio of technology to students thanks to Chromebooks and use digital curriculum and assessments as an integral part of learning.

MSA-1 also encourages parents' active use of the school's technology resources by offering free tutorial sessions on how to track their student's performance using our student information system, Infinite Campus, and providing computer access to all parents who have either limited or no access to a computer outside of school. We also have a computer lab at our facility, which is open during school, Saturday sessions and intersessions.

Blended/Online Learning

"Blended"/online learning includes a variety of standards-aligned, online, interactive programs, enabling students to master core content at their own pace. In addition to our McGraw-Hill and HMH curriculum, the following are additional online programs that supplement our curriculum: Renaissance Learning, IXL, BrainPOP, Khan Academy, PLTW, online typing programs. During intervention, teachers will use online curricula with embedded assessments that provide review, re-teach and enrichment programs. McGraw Hill and HMH publishers' resources such as: Into Math, Inspire Science, Accelerated Reader, California Reading Wonders, and California Wonders My Language Book.

Resources such as IXL, Khan Academy, Accelerated Reader program, and 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.

Tech Fluency

To ensure all students develop critical 21st century technology fluency, highly trained faculty lead engaging, grade-level appropriate instruction in technology skills. The program enables students to personalize their learning practices and integrate all subjects in project-based learning in a fun and meaningful way. This unique program includes technology curriculum and tech-integrated projects in core classes that require higher order learning and improving critical thinking skills. Dedicated tech-based courses that provide technology tools necessary in the 21st century (keyboarding, document processing and storage, internet research, etc.) are used to develop critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.

Advanced Learning Opportunities

Advanced learning opportunities begin early in the MPS model, with Gifted and Talented ("GATE") testing provided to 6th and 9th graders. Students have the opportunity to participate in enrichment activities that are generally scheduled before and/or after school. MPS also provides parents with a resource manual for extracurricular activities that are available at no cost or low cost to our families.

In middle school, accelerated pathways and honors courses are available to all students. In high school, students are provided with a myriad of advanced and AP course selections. Before- and after-school enrichments include computer skills, visual and performing arts, and clubs such as Robotics, Science Olympiad and more. Individualized scheduling includes early identification of learning styles, personalities, interests. In high school grades, individual scheduling includes the 4-Year Plan and college

and career readiness. MPS refers extraordinary students to high interest summer enrichment programs such as JPL, John Hopkins Institute, and Disney.

College and Career Prep

MSA-1 upholds the belief that a college degree is attainable for everyone through academic success and persistence, along with careful preparation and support. MPS' comprehensive College and Career Readiness Program is designed to provide each of our graduates with the information, support and preparation they need to graduate college- and career-ready. Beyond academic skills and content knowledge, our "whole child" approach ensures that our students have the information and "life skills" they need to thrive in a modern world, including crucial knowledge about *themselves*, how they learn and best approach problem-solving, stress management techniques, time management skills and so much more.

Utilizing UC Berkley's Center for Education Partnerships' *Kinder-12th Grade Student College Knowledge Curriculum*, (and companion materials for parents/guardian education), MSA-1 provides students each year with developmentally appropriate, interactive, themed lessons that build on each other throughout the year, increasing in depth and vigor.

Berkeley Center for Educational Partnerships

Home ▾ CEP Programs ▾ Products & Services ▾ Resource Directory ▾ Year in Review ▾

Home » Products & Services » College Knowledge Curriculum » Kinder-12th Grade Student College Knowledge Curriculum

Kinder-12th Grade Student College Knowledge Curriculum

PRODUCTS & SERVICES

- ▶ College Advising Online Courses
- ▶ College Knowledge Curriculum -
 - ▶ Kinder-12th Grade Student College Knowledge Curriculum
 - ▶ Kinder-12th Grade Parent/Family Curriculum
- ▶ College Advising Professional Development Webinars
- ▶ Training, Consultation, and Coaching
- ▶ Cradle to Career (C2C) Data System

Student College Knowledge Curriculum

Curriculum Overview

While much of the curriculum is general in nature, it is designed for students in California.

- 25-minute lessons designed for use in any setting (i.e., advisory, homeroom, classroom, after-school, summer program, etc.).
- Developmentally appropriate, interactive, and easy-to-implement lessons and activities.
- Based on a college-going framework to increase college and career readiness by fostering college aspirations, teaching college knowledge, and supporting the college planning process.
- Themes organize lessons, build on each other throughout the year, and increase depth and rigor.
- Lessons and materials are updated every summer to include up-to-date information and resources.
- K-5th grade lessons are aligned to Common Core, ELD, and Social-Emotional Learning competencies.
- K-5th grade curriculum includes post-student activities to assess learning.
- The 6th-12th grade curriculum includes pre and post-student surveys to assess learning.
- The curriculum includes lesson plans, handouts, presentations (when needed), and optional extension activities.
- When you purchase the curriculum, you will have 30 days to download all materials in PDF format. The PowerPoint Presentations, however, are not in PDF, allowing you to modify them as needed.

The curriculum is revised annually to update resources and reflect admission and financial aid policy changes.

Source: <https://cep.berkeley.edu/products-services/college-knowledge-curriculum/kinder-12th-grade-student-college-knowledge>

As detailed in a screenshot of their website (taken 1/26/2024), the 6th-12th grade curriculum includes pre- and post-student surveys to assess learning. According to the Center for Education Partnerships, “Professor Patricia McDonough of UCLA has identified nine critical interrelated elements that together help schools build and strengthen a college-going culture. These nine elements are:

- College Talk
- Clear Expectations
- Information and Resources
- Comprehensive Counseling Model
- Testing and Curriculum
- Faculty Involvement
- Family Involvement
- College Partnerships
- Articulation.”¹¹⁹

We invite a college administration officer to talk about various colleges, and real professionals to talk about their fields of expertise. In middle school, students write a dream college letter, detailing why they like the school and why it would be a good fit. Students also research the average Grade Point Average (“GPA”) and SAT/ACT scores, among other requirements. By providing timely information and guiding students through the college application process, College Advisors in grades 9-12 (MSA-1 teachers paid stipends, trained by the College Counselor and MPS Home Office staff) play an integral role in nurturing students’ college aspirations by supporting college preparation activities, researching and identifying best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice. We also take field trips to colleges and universities starting in middle school.

Individual Graduation Plans

A distinguishing feature of the MPS College and Career Readiness 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. This plan is created in 9th grade and monitored continually, with a formal update on an annual basis.¹²⁰

Dual Enrollment

MSA-1 offers dual enrollment courses in partnership with LA Pierce College, a California community college. The mission and vision of this program is to give all students a viable, approachable opportunity to earn a significant amount of transfer credits toward a postsecondary degree (Associate or Bachelor’s), or CTE certification. The program is aimed to increase postsecondary matriculation and graduation rates

¹¹⁹ <https://cep.berkeley.edu/home/about-cep/college-going-culture>

¹²⁰ Students that are interested in entering the workforce directly after high school are supported by the college counselor in career exploration and planning activities, as well as through dual enrollment certificates provided by local colleges. Special programming is offered to students to develop interests and build skills needed for credentialing and certification for specific trades. Each student would develop a career plan in conjunction with their counselor and parent/guardian.

for MSA-1's underserved populations by providing a comprehensive, and supportive dual credit program to all students.

The structure of the program is as follows:

- Students take in-person college courses on MSA-1's campus to earn up to 40 Intersegmental General Education Transfer Curriculum ("IGETC") transfer credits, during the school day, before their graduation.¹²¹
- Students can earn dual, weighted high school credit towards their HS diploma in addition to transferable college credits.
- School leaders and counselors examine and update practices to ensure access, inclusion, and equity by providing all students with dual enrollment opportunities by aligning master and bell schedules, and school calendars as appropriate.
- MSA-1 can offer college courses for middle school students within the instructional day. This extended pathway supports student retention/recruitment and allows students to progress through a number of college courses before their graduation day.

College Mentorship and Tracking

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. As a part of the Four-Year Plan for all high school students, College Advisors track UC/CSU A-G requirement completion and credits completed towards graduation with students and their families. Additionally, for individual students, they track and discuss scholarship eligibility, scholarship applications, financial aid applications including the Free Application for Federal Student Aid ("FAFSA") and the California Dream Act Application ("CADAA"), Personal Statements, progress towards college application submission, and more. MSA-1 also provides grade-level College-Preparatory courses (College Readiness 11/AB and College Readiness 12 A/B), in addition to hosting career development workshops, such as internships, resume building, and more.

Additionally, MSA-1 plans to invest 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. This data will be monitored in partnership with the Home Office and supported via our MPS-wide Alumni Success Team.

Alumni Support and Tracking

As students graduate from MSA-1, MSA-1 has (and recruits as needed) staff members that receive additional stipends to be Alumni Success coaches to support students after graduation. This takes the form of structured data-gathering and mentoring conversations with alumni throughout their first four years after graduation. Coaches check with students about needs and status in the areas of financial aid, academics, housing, and job searching with the aim that they connect students to resources at the college or nearby social services as needed. The goal of this program is to increase college degree and certificate achievement rates by providing hands-on support to our graduates.

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

¹²¹ Where possible, students may have the opportunity to take college dual enrollment courses on nearby college campuses, such as Pierce College, with full support from MSA-1.

| INNOVATION | |
|--|--|
| <ul style="list-style-type: none"> • Creativity • Adaptability | |
| <ul style="list-style-type: none"> ▪ STEAM Focus <ul style="list-style-type: none"> ▪ STEAM interdisciplinary learning ▪ STEAM-related Field Trips ▪ Local and National Competitions (Science Fairs, Robotics) ▪ Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports (MTSS) Model <ul style="list-style-type: none"> ▪ Universal Design for Learning and Differentiated Instruction ▪ Data-Driven Personalization ▪ Portfolio Module with Learning Targets ▪ Expanded Learning Time | |

STEAM Focus

STEAM Interdisciplinary Learning

A pivotal initiative in realizing the full potential of our students involves implementing a robust, comprehensive, and college-preparatory curriculum with a dedicated focus on **STEAM** (Science, Technology, Engineering, Arts, and Mathematics). Our commitment to **Science** education for 21st century learners spans all grades; science at MPS is introduced as early as TK. Science learning across grades 6-12 at MSA-1 immerses students in the scientific method and encourages 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. Our science instruction employs technology in laboratory explorations and experimentation. Teachers use Inspire Science through McGraw-Hill as well as Mystery Science to further enrich our inquisitive and investigative thinkers.

Technology plays a central role in our instructional model, with a 1:1 student:computer ratio facilitated by laptops in each classroom, promoting effective blended learning strategies. Computer instruction/courses are offered at all levels and skills are further developed in after-school enrichments and extended learning time (another aspect of our model, detailed below). Students use a diverse range of resources, including Khan Academy, Project Lead the Way, BrainPOP, Coding/Gaming, Raspberry Pi, and HMH and McGraw-Hill materials, each providing engaging, developmentally-appropriate learning activities, including adaptive adjustments to meet students at their individual level, with repetition and practice, differentiated learning approaches, and different ways of expressing knowledge all aligned to grade-level content standards. Enrichment opportunities extend to robotics, architecture and design electives, and after-school clubs, emphasizing Engineering concepts as discussed below all are available to students during extended learning time, including Saturdays and intersessions.

Our Computer Science program fuels tech skills development, including programming and sequencing. Digital citizenship is introduced and embedded into the curriculum. Students are able to access class work, homework, and projects for all subjects through our McGraw-Hill curriculum. Computer simulations assist in expanding the number of lab opportunities in all grade levels. High school students are encouraged to take AP Computer courses such as AP Computer Science as early as 9th grade.

The **Engineering** design process is seamlessly incorporated at all our grade levels, aligning with the Next Generation Science Standards, CA Science Framework, and our own STEAM emphasis. Students at each grade level engage in the engineering design process and practical applications of the learning process that include making design drafts or prototypes, testing, observing, *failing*, iterating, refining, and

updating. As noted above, the journey into scientific and inquiry-based exploration commences with hands-on, engaging lessons in 6th grade, with teachers utilizing resources such as Inspire Science from McGraw-Hill, Project Lead the Way (“PLTW”) (see full description below) and Mystery Science to nurture curiosity and investigative thinking through hands-on investigations and engagement. Science and enrichment learning time also include Khan Academy, BrainPOP, Coding/Gaming, Raspberry Pi, Learning.com, Code.org, GoGuardian, Kahoot, Quizziz. McGraw-Hill and many other programs include extension activities for students on, below, and above level. All of these are used with fidelity during the school day and during extended learning time.

In an effort to promote diversity and inclusivity, MSA-1 is committed to providing specialized programs to encourage and empower girls in engineering, including maintaining their engagement through middle grades and high school. These programs include mentorship initiatives, guest speaker series featuring successful women in STEAM fields, and targeted outreach efforts to ensure that all students, regardless of gender, feel supported and inspired to pursue careers in engineering.

Project Lead the Way: To enhance our STEAM learning program, MSA-1 can integrate Project Lead the Way for our secondary students. PLTW’s proven, research-supported approach focuses on integrated, real-world learning that helps students become independent, confident problem solvers. (pltw.org.) Middle school students at MSA-1 can participate in PLTW Gateway, which explores coding and robotics, flight and space, and human body systems, introducing collaborative problem solving and allowing students to step into roles spanning the career landscape. At the high school level, our individual sites have the ability to decide which PLTW programs to offer, choosing from PLTW Engineering, Computer Science or Biomedical Science. Students can further explore their developed interests while continuing to delve deeper into novel and compounding topics.

Our commitment to **Arts** instruction across all 6-12 grade levels, aims to cultivate our students’ creativity, imagination, discipline and self-expression through drawing and visual arts, music, drama, improvisation and dance (collectively, “visual and performing arts,” or “VAPA”). Core classroom teachers in middle grades are encouraged to collaborate with VAPA instructors to embed VAPA across the curricula – but especially in Social Studies/History lessons -- in student projects, as well as direct instruction and exposure to the arts. For example, a lesson on Indigenous peoples of California might incorporate making drums, applying both visual art and music arts standards into social studies/history curriculum. Classroom activities may incorporate dances, musical instruments, short plays or story enactments and more to help bring lessons to life and provide students with a creative outlet. Teachers incorporate the arts across the curriculum so that our students gain exposure to all mediums of creativity, self-expression, and disciplines. Starting in middle grades and through high school, students select from a variety of engaging VAPA electives (see *Course Descriptions*, below).

Finally, **Math** instruction in the MPS model is intensive and adapted to each student’s specific needs. We offer extensive opportunities for acceleration for our most engaged students, as well as intensive remediation for students who enter our schools below grade level. All of our new students, regardless of grade level, are given a math assessment (as well as ELA) within the first three weeks of school (or over the summer prior to the school year, where feasible). All students in 6th-11th grades take the NWEA MAP test (in Math and Reading) within three weeks of the beginning of the school year. These assessments help our teachers plan instruction, differentiate – and remediate – to ensure each student is being

taught in their “zone of proximal development.”¹²² By allotting sufficient time in the bell schedule each day for math at our earliest grade levels, where we emphasize a constructivist, hands-on approach to mathematical concepts, our students master this crucial conceptual understanding as well as rote mathematical skills. This “balanced” approach permeates our curricula at each grade level, with time dedicated each day to learning in all core areas, along with extended learning blocks that foster deeper learning, as well as “real world” connections and applications of learning.

MSA-1 students and faculty organize and participate in numerous STEAM fairs and events for all our grade levels. Through various activities, STEAM days become a targeted event to arouse student interest and celebrate their peers’ success. MSA-1 offers a blend 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 use programs such as PLTW to sustain our ongoing efforts to integrate STEAM instruction. Parents are involved in co-facilitating after-school programs and activities.

STEAM-related Field Trips

Students in all grade levels have the opportunity for STEAM-related field trips, including 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 to help motivate our students. Out-of-state and overnight field trips are considered and encouraged for students in upper grade levels. Guest speakers are also invited to campus, including alumni who are welcomed back to discuss their college and career path in STEAM fields.

Local and National Competitions

STEAM-related competitions include the annual MPS STEAM EXPO, State and National VEX Robotics competitions, American Mathematics Competitions, Science Fairs, Intel International Science and Engineering Fair, National Science Bowl, and FIRST Robotics Competition. We see how our students’ confidence soar as they work over a period of weeks and months to prepare for these competitions, working collaboratively, polishing oral presentations, mastering advanced content, working hard towards a goal and reveling in the “sport” of the events, including meeting other students from diverse backgrounds. We continue to prioritize these opportunities for our students’ academic/content benefit, but especially for their psycho-social development and confidence-building in “real world” skills.

Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports Model

MPS has adopted the MTSS model as a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. MTSS aligns the academic standards and behavioral expectations in order to accelerate the performance of every student to meet and/or exceed proficiency.

¹²² Chaiklin S. (2003). The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction. In: Kozulin A, Gindis B, Ageyev VS, Miller SM. (Eds.) In *Vygotsky's Educational Theory in Cultural Context*. Cambridge University Press.



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

To support students academically, socially-emotionally and behaviorally, and create a climate of academic success, MSA-1 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MPS implements a Positive Behavioral Interventions and Support (“PBIS”) program as a component of MTSS. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. The school site assistant principal and teachers lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through MTSS.

Universal Design for Learning and Differentiated Instruction

We actively integrate the principles of Universal Design for Learning into our teaching practices.¹²³ UDL provides a framework for creating flexible and inclusive learning environments that cater to the diverse needs of all students.

¹²³ See <https://udlguidelines.cast.org/>.

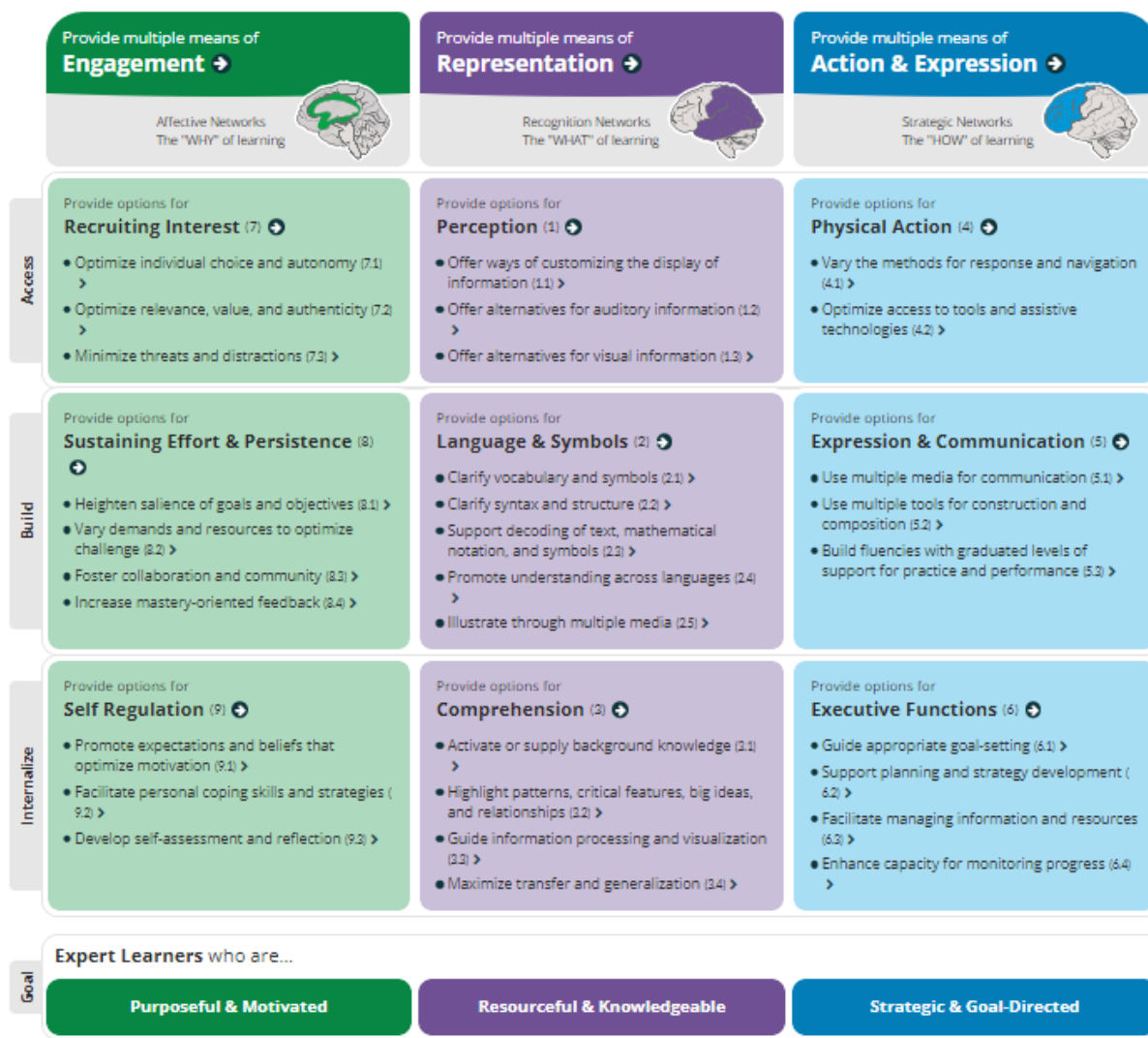
UDL [is] a concept that emphasizes tech-driven, multifaceted approaches to improving students' access to learning. The term is often mentioned in conjunction with accessibility initiatives for students with disabilities, but proponents say its effects ideally reach students of all backgrounds. . . .

The guiding principles of UDL encourage providing multiple means of representation (how learning materials are conveyed), action and expression (how students demonstrate comprehension of learning materials) and engagement (how students work with instructors and one another to deepen the learning experience).¹²⁴

All of our faculty receive professional development in utilizing the UDL Guidelines, illustrated in the graphic below.

¹²⁴ Lieberman, M., *Creating a 'Universal Design for Learning' Movement*, Feb. 6, 2018., <https://www.insidehighered.com/digital-learning/article/2018/02/07/universal-design-learning-arrives-campus-concerted-grassroots>

Universal Design for Learning Guidelines



Source: <https://udlguidelines.cast.org/>

By incorporating UDL principles, our instructional methods are designed to be accessible to learners with varying abilities and learning styles, ensuring that every student can actively participate and succeed in the learning process. All of our teachers will be trained in and deploy a range of strategies to engage learners of all types. These include the use of GATE strategies, EL strategies, cooperative learning and project-based learning. GATE plans, 504 plans, and Individualized Education Programs ("IEP") will be reviewed regularly to ensure instructional delivery meets students' needs. Teachers will teach a heterogeneous group of students that will learn best when given Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.

We also incorporate instructional techniques adapted from Paul Bambrick-Santoyo's "**Get Better Faster**" **framework**,¹²⁵ which originates from his years at Uncommon Schools. The framework is designed for coaches, as well as beginning teachers, focusing on practical, actionable steps that drive effective coaching of new teachers. The approach incorporates the following core principles of coaching:

- *Go Granular*: The essential practice of educators mastering one skill down to the finest details before moving on to the next – including breaking teaching down into discrete skills that can be practiced successively and cumulatively.
- *Plan, Practice, Follow Up, Repeat*: Simply, the more effectively teachers practice, the better they perform – and the better they are able to determine what ideal teaching practices look and feel like.
- *Make Feedback More Frequent*: Continuous, real-time feedback is effective because it prioritizes student learning and fast-forwards the improvement process – letting the teacher immediately correct a technique that would otherwise take days or weeks to implement.¹²⁶

Data-Driven Personalization

MSA-1 teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, UDL, accelerated learning strategies, and differentiated instruction, as well as collaborative planning time with a focus on the use of data to drive instruction. Formative assessment data are gathered from a variety of sources such as NWEA MAP assessments, Smarter Balanced Interim Assessment Blocks ("IABs"), an annual Panorama Education student survey, blended learning programs, and overall coaches, ELD teachers and/or coordinators, education specialists and other interventionists.

Our system of formative assessments allows MSA-1 to generate reports that show content and skills mastery, broken down by grade, class, and individual student levels. This system provides the data necessary to utilize UDL to build personalized, realistic, and productive lesson plans on a weekly basis. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is required to provide adequate support for students' learning.¹²⁷ Furthermore, research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency.¹²⁸ Use of programs, such as IXL, allow us to use



¹²⁵ Bambrick-Santoyo, P., *Get Better Faster: A 90-Day Plan for Coaching New Teachers* (2016).

¹²⁶ Bambrick-Santoyo, P., *How to Effectively Coach New Teachers: And Why First-year Support is Critical to Everyone's Success*. Accessed December 10, 2023 from <https://www.wiley.com/learn/jossey-bass/pdf/how-to-effectively-coach%20new-teachers.pdf>.

¹²⁷ Blum, R. (2004). *School Connectedness: Improving Students' Lives*. John Hopkins School of Public Health.

¹²⁸ Archambault, L., Diamond, D., Brown, R., Cavanaugh, C., Coffey, M., Floures, D., Richardson, J., & Zygouris-Coe, V. (2010). *Research committee issues brief – An exploration of at-risk learners and online education*. M. K. Barbour & D. Scribner (Eds.). Vienna, VA: iNACOL; Black, P., Harrison, C., Lee, C.,

the data to create individualized skill plans for students to practice ELA and math skills.

Teachers utilize the Plan-Do-Study-Act (“PDSA”) cycle of data-driven instruction, originally utilized by the engineer W. Edwards Deming to create improvement in manufacturing for the automotive industry, and most recently adopted by schools and as an improvement science tool.¹²⁹ “A PDSA cycle is a four-step process whereby teachers and students work together to create positive change. During a PDSA cycle, teachers and students create a *plan* for improvement; implement, or *do*, the plan; *study* if the plan’s actions were successful; and *act* to create long-term improvement actions based on the results of the plan.”¹³⁰

Portfolio Module with Learning Targets

MSA-1 uses NWEA MAPs computer-adaptive tests 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. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While MAP testing is used as a basis for student promotion, it provides a valuable resource to identify students in need of just-in-time interventions and/or accelerated learning pathways.

MAP is administered in the fall and spring of every academic year from grades 6 through 11 in Reading and Mathematics. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as to how students are performing. The assessments adapt to the student's ability, accurately measuring what a student 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. MSA-1 also administers interim assessment blocks (“IAB”) according to curriculum maps provided by our MPS Home Office. IABs provide feedback about student performance on a targeted cluster of standards in both Math and ELA. IABs are administered after the unit is taught and provide formative assessment data to further inform instruction.

Expanded Learning Time

As part of MSA-1 expanded learning program, MSA-1 offers free 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. Extra tutoring sessions are provided by MPS for individual students as needed. Individual

Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 9–22’ Blum, R. (2004)

Legters, N.E., Balfanz, R.W., Jordan, W.J., & McPartland, J.M. (2002). *Comprehensive reform for urban high schools: A talent development approach*. New York: Teachers College Press; Watson, J., & Gemin, B. (2008). Promising practices in online learning: Socialization in online programs. Vienna, VA: iNACOL.

¹²⁹ Boatman, C., *A Tool to Give Students More Control Over Their Learning*, July 21, 2023; <https://www.edutopia.org/article/using-pdsa-cycles-boost-learning-outcomes/#:~:text=During%20a%20PDSA%20cycle%2C%20teachers,the%20results%20of%20the%20plan.>

¹³⁰ Ibid.

and small group tutoring as well as homework clubs are available both before- and after-school and during intersessions. Students identified as low achieving are offered an intensive program tailored towards their needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards, with the goal of closing the achievement gap.

MSA-1 Expanded Learning Program Structure

| | | |
|--|--|--|
| Students in need of English Language Development support | ELD tutoring: | Computer-aided grammar, vocabulary, reading, writing, listening and speaking |
| Students in need of academic support | Tutoring program for academic classes: | Mathematics, Science, English-Language Arts and History-Social Science |

Before/After-School

MSA-1 also offers academic/enrichment clubs and before/afterschool programming to all students. During these clubs, students are given the opportunity to participate in subjects and topics that pique their interest but also build upon skills that are learned during instructional time. Our tutoring and clubs offer a safe environment that is student-led and developed with the supervision of a teacher.

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| All students | Expanded Learning clubs: | Academic Decathlon, Science Olympiad, Lego Robotics, VEX Robotics, Coding and Gaming, History Bee, College Leadership Mentorship Program, Sports (CIF in High School), Arts and Crafts, Homework, etc. |
|--------------|--------------------------|--|

Intersessions

MSA-1 offers intersession opportunities for all students during extended breaks throughout the school year. During summer intersession led by MPS Administrators and staff (who are paid a stipend), students are given the opportunity to participate in fun and interactive enrichment and physical education activities that pique their interest but also help build up leadership skills. Our intersession opportunities offer a safe and supportive environment that promotes active and engaged learning and skill building. The summer session focuses on learning enrichment and acceleration, credit Recovery and Makeup, Bridge Programs, social-emotional learning, mental health and life skills programs and includes day camps, overnight camps, field trips and STEAM excursions. Like our regular school days, summer school include eight-hour days with before- and after-school programs through our Expanding Learning Opportunities Program partners. Expanded learning activities (sport, field trips, excursions) programming cover a wide array of subject areas that are often not available in the school year (like robotics, engineering, gardening, theater, dance, and art). To the extent that demand in these programs exceeds capacity, student groups such as homeless, foster youth, SWD, and ELs are prioritized.

INSTRUCTIONAL DESIGN COMPONENTS: CONNECTION (SOCALLY RESPONSIBLE GLOBAL CITIZENS)

| CONNECTION | |
|--|--|
| <ul style="list-style-type: none"> • Effective Communication • Global Citizenship | |
| <ul style="list-style-type: none"> ▪ Community Schools/Whole Child Approach <ul style="list-style-type: none"> ▪ Social-Emotional Learning (SEL) and Character Education ▪ PBIS/Trauma-Informed Approach ▪ Home-School Connection ▪ Partnerships in the Community to Support Students and Families ▪ Global Focus <ul style="list-style-type: none"> ▪ World Languages ▪ International Visits, Trips, Speakers ▪ Community Service and Volunteerism | |

Community Schools/Whole Child Approach

Social-Emotional Learning and Character Information

Recognizing the critical importance of Social-Emotional Learning and mental and emotional health, our instructional methods explicitly incorporate practices that foster the well-being of our students. SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are interwoven into our curriculum. MPS has trained teachers and staff in both Los Angeles and Orange County Office of Education resources, and has utilized *The Zones of Regulation* curriculum, a proactive, skills-based and systematic framework that teaches students self-regulation and emotional control, as well as *Why Try*, a team of professionals offering free tools and resources to help students cultivate stress management, well-being and resilience.

MPS prioritizes creating a supportive and nurturing learning environment that addresses the social and emotional needs of our students, laying a foundation for positive mental and emotional health. MPS has mental health professionals at every school site, as well as partnerships with the Chicago School of Psychology and Los Angeles Institute for Restorative Practices.

Life Skills Program

Life Skills is an enrichment program embedded in Advisory that provides our 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, instructional 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-promise” students, to have a vision and be more specific on their goals to be successful at school and during their life.

Positive Behavioral Intervention and Supports /Trauma-Informed Approach

MPS employs trauma-informed practices to ensure that our instructional methods are sensitive to the potential impact of trauma on our students. We find that many of our student population have encountered numerous “adverse childhood experiences” (“ACE”) or traumas in their young lives. Particularly when multiple and/or ongoing ACEs are involved, students often exhibit a “flight, fight or

freeze” response to stimuli that would not cause a similar reaction in a child who has not experienced ACEs. One of the fundamental components of our discipline framework is an emphasis on understanding students’ social/emotional needs, including a policy of compassionate communication. Teachers and staff work to help students develop a sense of belonging while cultivating critical communication, conflict resolution and character skills. Our faculty is trained to recognize and respond to the diverse experiences of our students, creating an atmosphere of understanding and support.

Trauma-informed teaching strategies are woven into the Magnolia approach, promoting resilience and fostering a sense of safety and belonging. All of our staff, led by the on-site Psychologist, participates in training on Positive Behavioral Intervention and Supports in our MTSS model (tiered interventions and supports for academic and psycho-social needs), such as the *CA MTSS Training Materials for Implementation*.¹³¹ This self-paced, asynchronous course for educators includes:

- Deepen understanding of the What, Why, and How of CA MTSS
- Discover resources to support implementation of CA MTSS in your work as educators, support inclusive and equitable learning environments, and engage students and families in your community
- Collaborate with other educators to share practices that support the academic, behavioral and social-emotional success of all students
- Determine CA MTSS/LCAP alignment to support your work with students in order to enhance and implement LCAP and school site goals and services.¹³²

Teachers also participate in online training from the Crisis Prevention Institute (“CPI”), through a train-the-trainer model (i.e., our administrators are trained by CPI and in turn train our teachers). CPI offers *Classroom Practices*, emphasizing five core principles: calm and consistent, sustainable routines, first attention to best conduct, scripted interventions, and restorative approaches. CPI’s *Nonviolent Crisis Intervention* program includes Helping Educators Diffuse Difficult Conversations, Proactive Strategies for Facing Escalating Situations Alone, and Promoting Positive Behavior Using Person-Centered Supports.

At Magnolia, the following key practices aim to cultivate a safe and supportive environment for students and staff:

1. Welcoming Atmosphere - Greeting students at the door to create a warm and welcoming environment.
2. Predictable Routines - Establishing predictable routines in the classroom to provide a sense of stability for students.
3. Staff Training - Conducting training sessions for staff to increase awareness of the signs of trauma and its effects on students.
4. Flexible Teaching Methods - Implementing flexible teaching methods that accommodate different learning styles and respond to individual student needs.
5. Mindfulness Practices - Incorporating mindfulness techniques to promote emotional regulation and reduce student stress.

¹³¹ <https://ocde.instructure.com/courses/269>

¹³² https://ocde.instructure.com/courses/269/pages/course-overview?module_item_id=14061

6. Access to Counseling and Mental Health Services - Ensuring access to counseling and mental health services for students needing additional support.

Home-School Connection

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 their 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 students. Recognizing these facts, MSA-1 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.

Each year, MSA-1 teachers visit students at their homes (our goal is 15% of students each year, or 7-8 students in a grade cohort of 50), 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.

We utilize ParentSquare to communicate with families, along with monthly newsletters from the school site. Principals also hold monthly "Coffee with the Principal" session for informal discussions with parents/guardians. Administrators also plan parent education workshops (in collaboration with MPS home office staff), including English lessons (for parents/guardians), computer/tech lessons, college readiness/prep, finance and more, led by MSA-1 or MPS staff, or one of our community partners.

Partnerships in the Community to Support Students and Families

MSA-1 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. The MPS family is committed to the growth and development of our students and the communities in which they live, in order to enrich the global society. At MSA-1, we partner Pierce College, LA Mission College, and the Los Angeles Institute for Restorative Practices.

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. Instructional field trips, therefore, are an integral part of the curriculum and as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all students learn in the same way, instructional field trips allow them the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

When students meet guest speakers or professionals during our field trips that come from the same community or culture and look like them, they find new role models. Field trips may be directly related to specific, academic curricula, or 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.

Global Focus

World Languages

The World Languages program at MSA-1 is designed to offer students a comprehensive language learning experience. Middle school students (Grades 6-8) pursue their language study with a focus on building proficiency, delving into more complex grammatical structures, and engaging in cultural studies and projects. In high school (Grades 9-12), students have the opportunity to take advanced language courses, explore literature and culture, and choose elective options based on their interests. MSA-1 currently offers Spanish for our high school students. Cultural enrichment is a key aspect, involving events, festivals, guest speakers, and potential collaborations with native speakers or exchange programs. The program also emphasizes assessment of language proficiency, potential certifications, and recognition of achievements. Extracurricular activities such as language clubs, conversation groups, and multicultural events further enhance the overall language learning experience at MSA-1, with stakeholder input (e.g., the Parent Task Force, English Language Advisory Committee, the annual LCFF process, annual stakeholder surveys, and more informal feedback).

International Visits, Trips, Speakers

In keeping with our belief that all of our students must be prepared for a globalized economy and diverse workforce that is connected around the world, MPS places a significant emphasis on global engagement through various enrichment programs. These opportunities provide students with enriching experiences beyond the classroom, fostering cultural awareness and a global perspective. International visits and trips offer students the chance to explore different countries, immerse themselves in diverse cultures, and gain first-hand knowledge of global issues. While student trips necessarily are dependent on funding availability, our oldest students especially are given opportunities to travel with their MSA-1 peers and faculty, and also learn about educational opportunities and trips that they may participate in over the summers, including competitive, scholarship-based opportunities. Expert guest speakers, hailing from various career areas, further enhance the educational experience by sharing their unique insights and experiences. These initiatives not only broaden students' horizons but also contribute to a well-rounded education that prepares them to navigate an increasingly interconnected and multicultural world.

Community Service and Volunteerism

MSA-1 high school 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 year of high school enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year. Students in all grade levels have myriad volunteer opportunities, both in organized groups with their classes as well as notices about opportunities in the community.

CURRICULUM AND INSTRUCTION

All curricula at MSA-1 is based on the California State Standards, including the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, and English Language Development Standards (collectively referred to herein as “State Standards”). 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. All middle grade students also enroll in a daily Silent Sustained Reading (“SSR”) class. Electives are offered in Math and ELA (for additional support or challenge), World Languages, Visual and Performing Arts, Physical Education, Computers and Technology, and other electives. MSA-1 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 a traditional math pathway of courses, aligned with CCSS Math standards and “best practices” in math learning and instruction.¹³³ 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;
- 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;

¹³³ Depending on students’ math backgrounds and surrounding schools’ pathways, MPS may elect to follow an integrated mathematics pathway over the traditional mathematics pathway where Algebra I, Geometry, Algebra 2, AP Precalculus and math electives.

- 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 | Algebra I |
| Accelerated Pathway 2 | Accelerated Math 6/7 | Algebra I | Geometry |

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

| MATHEMATICS | |
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| 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 6 th and 7 th grade standards and it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical |

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| | subject that makes use of their ability to make sense of problem situations. |
| ACCELERATED MATH 7/8 | ALGEBRA I |
| This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. | Algebra I will focus on five critical areas: (1) relationships between quantities and reasoning with equations, (2) linear and exponential relationships, (3) descriptive statistics, (4) expressions and equations, and (5) quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabular, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense and solve novel problems, reason abstractly, and think critically. |
| GEOMETRY | |
| The purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles. The course will formalize and extend students' geometric experiences from the middle grades. Students will begin to prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. In Geometry, instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability, in addition to building students' strong understanding and use of the mathematical practices. | |

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. Students at MSA-1 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-1 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 | |
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| SCIENCE 6 | SCIENCE 7 |
| <p>The major units of study for all grade six middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life ▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> | <p>The major units of study for all grade seven middle school students are:</p> <ul style="list-style-type: none"> ▪ 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 <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> |
| SCIENCE 8 | |
| <p>The major units of study for all grade eight middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> | |
| SCIENCE OLYMPIAD | |
| <p>The Science Olympiad Elective is a class that provides students with the opportunity to participate in science investigations beyond what they experience in their core science class. Class curriculum is based on National Science Olympiad competition events covering a broad range of science topics. Class time will be spent advancing engineering skills through hands on building projects and developing in-depth knowledge of various science subjects in preparation for local Orange County</p> | |

Science Olympiad Competitions. Students enrolled in the class will have an opportunity be in the Science Olympiad Competition Team. All class members are expected to support and assist in competition preparation during class time.

Beyond the core curriculum, MSA-1 will provide additional science electives to middle school students, pending funds availability and student interest. Students will have the opportunity to participate in Science Olympiads and the MPS STEAM Expo/Maker Fair. Students at MSA-1 will also have off-campus field trip experiences and meet with professionals in STEAM areas during these instructional field trips or through guest speakers on campus. These enrichment opportunities aim to nurture curiosity, creativity, and a love for exploration, including empowering girls for success in STEAM fields.

English Language Arts

The English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers, and listeners in the 21st century. Students taking advanced world language electives (e.g., Spanish) will also be encouraged to study literary works written in that language. Fluent reading and strong comprehension skills are the focus of the MSA-1 curriculum. Teachers will emphasize close reading and informational text.

Beginning in grade 6, the middle school English Language Arts courses will utilize curriculum which has been adopted by the California State Board of Education, such as McGraw Hill's StudySync. The ELA curriculum is designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Students will be regularly tasked with extended writing tasks, and growth will be monitored via formative and summative assessments. Furthermore, reading, writing, speaking, and listening skills practice will be integrated into all subject areas, including elective courses.

Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessments, 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.

| ENGLISH LANGUAGE ARTS | |
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| ENGLISH LANGUAGE ARTS 6 | ENGLISH LANGUAGE ARTS 7 |
| Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all | In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and |

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| 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. | 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. |
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ENGLISH LANGUAGE ARTS 8

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.

SPEECH

Speech courses typically cover topics such as the fundamentals of effective oral delivery such as voice, diction, poise, and ease in formal and informal situations. Speech courses present students with the opportunity to build on others' ideas and learn to express their own clearly and persuasively, evaluate point of view, develop effective presentation of one's voice and body, and use evidence and rhetoric as well as use digital media and visual displays of data strategically to express information and enhance understanding. Speech courses may also include instruction in parliamentary procedure, discussion, debate, radio broadcast, dramatic interpretation, and oral interpretation.

ENGLISH LANGUAGE DEVELOPMENT

The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students' progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.

Sustained Silent Reading (SSR) Program

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

SUSTAINED SILENT READING PROGRAM

SUSTAINED SILENT READING (SSR) PROGRAM

MSA-1 a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. 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-1 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,¹³⁴ social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

| HISTORY/SOCIAL SCIENCE | |
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| HISTORY/SOCIAL SCIENCE 6 | HISTORY/SOCIAL SCIENCE 7 |
| 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 | 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. |

¹³⁴ Source: <http://www.ncss.or/positions/powerful>

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| 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. | |
| HISTORY/SOCIAL SCIENCE 8 | |
| The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy. | |
| MOCK TRIAL | |
| History-social science elective courses typically cover topics outside of district requirements for graduation and/or "a-g" requirements and may include the study of a certain time period, genre or event (1960s, Women's History, Civil War etc.), comparative study of religions or political systems, or cultures. History-Social Science elective courses present students with the opportunity to participate in United Nations courses and may also include the study of a movement (Civil Rights) or specific topic (music, baseball, etc.) States or World History. | |

Intervention Courses

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

| INTERVENTION | |
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| POWER ENGLISH | POWER MATH |
| 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. |

WORLD LANGUAGES

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 |
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| SPANISH |
| 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.

Visual & Performing Arts

In grades 6 through 8, students will be able to select “Fundamentals of Art” with new curriculum each year for students who would like to take the elective more than once.

| VISUAL & PERFORMING ARTS | |
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| FUNDAMENTALS OF ART | |
| 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. | |
| EXPLORATORY ART | |
| Visual Arts courses typically cover design elements and principles, language, materials, and creative processes used to produce various kinds of visual arts. Visual Arts courses provide students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Students address the artistic processes of creating, presenting, responding and connecting and become artistically literate within the art form. The use of skills such as communication, creativity, critical thinking, and problem solving are part of every course, the 21 st Century Skills, which contribute to student success in a global economy and in culturally diverse environments. Visual arts courses include the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts such as urban interior, product, and landscape design as well as the folk arts. | |

Health and Physical Education

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

| HEALTH AND PHYSICAL EDUCATION |
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| HEALTH EDUCATION |
| This course provides students with knowledge and skills related to one or more of the nine content areas of health education, as defined in the Health Framework: (1) nutrition; (2) prevention of alcohol, tobacco, and other drugs; (3) personal health; (4) injury prevention and safety; (5) individual growth and development; (6) consumer and community health; (7) environmental health; (8) communicable and chronic diseases; and (9) family life. Family life education promotes the development of positive family interactions and may include human sexuality, dating, relationships, and prevention of sexually transmitted diseases, including HIV. This course will provide students with content and skills that enable them to apply specific knowledge in their own personal behaviors and environments. This course builds the skills students need to recognize and resist negative influences. It includes decision-making, goal setting, communication, and interpersonal skills. |
| PHYSICAL EDUCATION |
| A general physical education course for grades sixth through eighth (excluding students receiving Adapted or Modified/Specially Designed physical education). |

Life Skills Program

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

| LIFE SKILLS |
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| LIFE SKILLS |
| This course contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle school grade student will attend 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 will be informed about the topic of the week to cultivate their involvement and support at home. |

Computers & Technology

MSA-1 implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

| COMPUTERS & TECHNOLOGY |
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| COMPUTER SCIENCE & TECHNOLOGY |
| The majority of our 6 th grade students enter with almost no technology skills. As they progress into 8 th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8 th 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-1 implements a Computer Science curriculum, which complies with Computer Science Teachers Association's ("CSTA") 'Standards for K-12 Computer Science Education.' These standards constitute a framework with three levels: |
| <u>Recommended Grade</u> <u>Level</u> |
| ▪ 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-1 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-1 may provide the following elective course packages:
 - Computer Literacy
 - Computer Programming
 - Robotics
 - Web Design
 - Digital Art
 - AP Computer Science A
 - AP Computer Science Principles

COMPUTER LITERACY

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

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 (see Graduation Requirements, below). All courses described below are one full year unless otherwise noted.

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;
- 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 | Algebra I | Geometry | Algebra 2 | Electives * |
| Accelerated Pathway 1 | Geometry | Algebra 2 | Electives * | Electives * |
| Accelerated Pathway 2 | Algebra 2 | Electives * | Electives * | Electives * |

** Electives in Mathematics include Precalculus, AP Precalculus, Financial Algebra, AP Statistics, AP Calculus AB, AP Calculus BC, Introduction to Data Science, and other math courses depending on student levels, needs/demands and availability of teachers and resources.*

ALGEBRA I

Algebra I will focus on five critical areas: (1) relationships between quantities and reasoning with equations, (2) linear and exponential relationships, (3) descriptive statistics, (4) expressions and equations, and (5) quadratic functions and modeling. This course builds on the foundation set in middle

grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabular, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense and solve novel problems, reason abstractly, and think critically.

GEOMETRY

The purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles. The course formalizes and extends students' geometric experiences from the middle grades. Students will begin to prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. In Geometry, instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability, in addition to building students' strong understanding and use of the mathematical practices.

ALGEBRA 2

The Algebra II course extends students' understanding of functions and the real numbers, and increases the tools students have for modeling the real world. Building on their work with linear, quadratic, and exponential functions, students will extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions. In Algebra II, instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions—extended to all real numbers, and their graphs and properties are studied; (3) synthesize and generalize functions and extend understanding of exponential functions and their inverses to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. Students' statistics knowledge will extend to understanding the normal distribution, and they are challenged to make inferences based on sampling, experiments, and observational studies. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the high school years.

FINANCIAL ALGEBRA

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-Calculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and

verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thusly aligned with the recommendations of the Common Core State Standards, as stated in this excerpt: all students should be strongly encouraged to take math in all years of high school. ...An array of challenging options will keep math relevant for students, and give them a new set of tools for their futures.

AP PRECALCULUS

Advanced Placement Precalculus is a dynamic and rigorous course designed to prepare students for the challenges of college-level mathematics and science courses. Throughout this course, students will explore everyday situations using powerful mathematical tools and lenses. The emphasis is on developing a robust understanding of modeling and functions, allowing students to analyze scenarios through multiple mathematical representations. The course framework outlines content and skills essential for careers in mathematics, physics, biology, health science, social science, and data science. Students will master the art of algebraically manipulating functions, equations, and expressions to solve complex mathematical problems, develop the skill of translating mathematical information seamlessly between various representations, such as graphical, numerical, symbolic, and verbal, apply mathematical modeling techniques to real-world scenarios, fostering an ability to analyze and interpret data in diverse contexts, cultivate a deep understanding of functions, their properties, and their role in mathematical modeling, hone the ability to communicate mathematical ideas with precision, using appropriate mathematical language and notation, develop the skill of providing well-reasoned rationales for mathematical conclusions, enhancing the ability to articulate problem-solving processes. By the end of the course, students will be well-prepared for college-level mathematics and science courses, equipped with the skills necessary for success in a variety of STEM-related fields.

AP STATISTICS

Advanced Placement Statistics is a comprehensive exploration of the major concepts and tools used in the collection, analysis, and interpretation of data. This course equips students with the skills necessary for making informed decisions in an increasingly data-driven world. Through dynamic discussions, engaging activities, and hands-on experiences, students will not only understand the foundational principles of statistics but also apply them through the design of surveys and experiments. Students will gain proficiency in selecting appropriate methods for collecting and analyzing data in various contexts, develop the ability to describe and interpret patterns, trends, associations, and relationships within data sets, utilize probability theory and simulation techniques to describe probability distributions and address uncertainty in statistical inference, apply statistical reasoning to draw meaningful conclusions, make predictions, and justify claims based on data analysis. By the end of the course, students will have acquired a robust set of statistical skills and a deep understanding of how to make informed decisions based on data analysis to pass the AP exam.

AP CALCULUS AB

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

AP CALCULUS BC

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

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| these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. | they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. |
| INTRODUCTION TO DATA SCIENCE A/B | |
| <p>This course is an introduction to the practice of data science: reasoning about the world with data. The main goal of the course is to teach students to think critically about and with data. This new and innovative curriculum meets the Common Core State Standards (CCSS) for High School Statistics and Probability, relevant second-year Algebra probability standards, the Modeling standard, and other relevant mathematics standards. Students authentically apply the Standards for Mathematical Practice throughout the course. The course will develop the tools, techniques and principles for reasoning about the world with data, with a special emphasis on data collected through participatory sensing, an emergent and important data type encountered in many disciplines, including business, biology, engineering, and statistics. The use of participatory sensing data will put data collection into the hands of students, and as a consequence, students will function as researchers making truly original discoveries about the real world. Students will learn to generate hypotheses, to fit statistical and mathematical models to data, to implement these models algorithmically, and to evaluate how well these models fit reality. The course will rely on R, an open-source programming language that has long been the standard for academic statisticians and analysts in industry. Students will learn to compute with data to develop graphical and numerical summaries to both communicate findings and to generate further exploration.</p> | |

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

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| | helps students learn about engineering design, technology, and applications of science as part of the curriculum. |
| CHEMISTRY A/B | |
| 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 | |
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| ENVIRONMENTAL SCIENCE A/B | MARINE BIOLOGY A/B |
| 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 1 (ALGEBRA-BASED) A/B | AP BIOLOGY A/B |
| Advanced Placement Physics 1 (Algebra-Based) is a comprehensive college preparatory course designed to provide students with a strong foundation in fundamental principles of physics. This algebra-based course covers a broad range of topics, emphasizing conceptual understanding, problem-solving skills, and practical applications. Through engaging activities and hands-on experiments, students will explore the laws that govern the physical world and develop the ability to analyze and solve real-world problems. Students will develop a deep understanding of classical mechanics, including kinematics, dynamics, and energy, apply algebraic concepts to analyze and solve problems related to motion and forces, explore rotational motion, gravitation, and simple harmonic motion, investigate topics in fluid mechanics, thermodynamics, and heat transfer, understand the principles of electric circuits and simple DC circuits, develop laboratory skills through hands-on experiments and data | Advanced Placement Biology A/B is a rigorous and comprehensive college preparatory course that explores the principles of biology at an advanced level. This course is designed to provide students with a deep understanding of the overarching themes in biology, while also preparing them for success in the Advanced Placement Biology exam. Through a combination of theoretical knowledge, hands-on laboratory investigations, and critical analysis of biological concepts, students will develop the skills and insights necessary for further studies in the life sciences. Student will explore the structure and function of biological molecules, including DNA, RNA, proteins, and enzyme, investigate the intricacies of eukaryotic and prokaryotic cells, cellular organelles, and the processes that drive cellular activities, examine the principles of Mendelian and molecular genetics, genetic variation, and the mechanisms of inheritance, understand the principles of natural selection, |

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| analysis and foster critical thinking skills by connecting theoretical concepts to practical applications. By the end of the course, students will be well-prepared for the Advanced Placement Physics 1 exam and equipped with the knowledge and skills necessary for success in college-level physics courses. | adaptation, and the mechanisms that drive evolutionary processes, explore ecological concepts, population dynamics, community interactions, and the impact of humans on ecosystems, investigate the physiological processes of plants and animals, emphasizing the integration of systems, develop strong scientific inquiry skills through laboratory investigations, data analysis, and experimental design, and cultivate critical thinking skills through the analysis of scientific literature and the evaluation of biological concepts. By the end of the course, students will be well-prepared for the Advanced Placement Biology exam and equipped with the knowledge and skills necessary for advanced studies in biology and related fields. |
| AP PHYSICS 2 (ALGEBRA-BASED) A/B | |
| Advance your understanding of physics in Advanced Placement Physics 2 (Algebra-Based), an enriched college preparatory course building upon the foundation laid in AP Physics 1. Delve into advanced topics such as fluids, thermodynamics, electric force, field, and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, as well as quantum, atomic, and nuclear physics. Engage in hands-on and inquiry-based activities, alongside comprehensive laboratory work, to investigate the intricate phenomena within these subjects. Students explore electric force, field, and potential, investigate fluid mechanics and advanced thermodynamic concepts, analyze and apply principles of electric circuits, both AC and DC, understand the principles of magnetism and electromagnetic induction, delve into geometric and physical optics, including reflection, refraction, and interference, examine quantum, atomic, and nuclear physics. By the end of the course, students will be well-prepared for the Advanced Placement Physics 2 exam and equipped with the knowledge and skills necessary for success in college-level physics courses. | |
| AP CHEMISTRY A/B | |
| Advanced Placement Chemistry is an intensive college preparatory course designed to parallel a college-level chemistry curriculum. Building upon the foundation of high school chemistry and second-year algebra, this course follows the structure and content outlined in the AP Chemistry syllabus. The primary goal is to provide students with a rigorous and comprehensive understanding of chemical principles, fostering critical thinking, analytical skills, and a proficiency in laboratory techniques. Students will develop a deep understanding of the fundamental principles and theories of chemistry. apply mathematical concepts to solve complex chemical problems, engage in critical thinking and analysis of experimental data, cultivate proficiency in laboratory skills, including experimental design and data interpretation, explore the interdisciplinary connections between chemistry and other scientific disciplines. By the end of the course, students will be well-prepared for the Advanced Placement Chemistry exam and equipped with the knowledge and skills necessary for success in college-level chemistry courses. | |

English Language Arts

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

ENGLISH

| ENGLISH 9 A/B | ENGLISH 10 A/B |
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| 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. | 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. |
| ENGLISH HONORS 9 A/B | |
| <p>The Honors English 9 course is designed for students who show a high level of proficiency in reading, writing, and literary analysis and is preparation for AP level coursework. Honors English students will improve their written and oral communication skills while strengthening their ability to understand and examine literature in a variety of genres including: essays, novels, short stories, speeches, and poetry. Students are challenged to read complex texts, craft multifaceted arguments that are supported by the literature, and apply the knowledge that they have learned in their writing.</p> <p>Students will strengthen their composition skills by examining model essays in different genres by student and professional publishers. Through in-depth essay planning, organizing, drafting, and revising, students will hone their writing skills. Additionally, they will build on proper writing conventions with in-depth study of sentence analysis and structure, agreement, and punctuation.</p> | |
| ENGLISH 11 A/B | ENGLISH 12 A/B |
| 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. | 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. |
| AP ENGLISH LANGUAGE AND COMPOSITION A/B | |
| 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. | |
| ENGLISH LANGUAGE DEVELOPMENT A/B | |
| The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S. | |
| CREATIVE WRITING A/B | |
| This course is designed to refine students' writing skills. Students develop different types of papers for various purposes and audiences. Students write paragraphs, essays, letters, applications, formal | |

documented papers, or technical reports using the descriptive, narrative, persuasive, or expository mode. Although creative writing opportunities may be presented, the composition course focuses on nonfiction, scholarly, or formal writing.

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

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 | |
| 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. | |
| AP SPANISH LITERATURE AND CULTURE A/B | ETHNIC STUDIES A/B |
| The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is 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). | Ethnic studies courses typically cover an in-depth study of one or more ethnic groups, including their history, culture, achievements, contributions, barriers and strategies to overcome these barriers, and status in the United States. Ethnic studies courses present students with an opportunity to learn about the characteristics of America's ethnic groups and the similarities and differences of these groups in both their past and present experiences from multiple perspectives. Students learn that Americans, as descendants of many cultures, races, religions, and ethnic groups are bonded by a democratic vision of liberty, equality, and justice. |

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 | COMPUTER LITERACY 2 A/B – Computer Science in the Modern World |
| 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 | 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 |

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| 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. | 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. |
| INTRODUCTION TO INFORMATION TECH A/B | COMPUTER PROGRAMMING A/B |
| This course provides students with foundational knowledge of programming and computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools. Other areas of the sector could be introduced such as software design, networking, game design, information support, and topics like artificial intelligence, and robotics. Social issues in ICT will be introduced such as hacking and cybersecurity, social media usage and protecting personal information, the digital divide, open government data, and ethical computing. Course titles may also include: Exploring Computer Science, Introduction to Computer Science A; Computer Principles; Introduction to Information and Communication Technologies; Introduction to Computer Technologies. | This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as Java Script, Java, C++ and C# are used to provide students with practical illustrations of various programming principles. |
| ROBOTICS A/B | AP COMPUTER SCIENCE PRINCIPLES A/B |
| This course provides students with foundational knowledge of programming and computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools. Other areas of the sector could be introduced such as software design, networking, game design, information support, and topics like artificial intelligence, and robotics. Social issues in ICT will be introduced such as hacking and cybersecurity, social media usage and protecting personal information, the digital divide, open government | The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the |

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| data, and ethical computing. Course titles may also include: Exploring Computer Science, Introduction to Computer Science A; Computer Principles; Introduction to Information and Communication Technologies; Introduction to Computer Technologies | importance of these problems and the impacts to their community, society, and the world. |
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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.

| VISUAL & PERFORMING ARTS ELECTIVES | |
|---|--|
| AP STUDIO ART: 2-D DESIGN A/B | |
| AP Studio Art-Two Dimensional is designed for students who are seriously interested in the practical experience of art. The course is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. This course requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The student is to demonstrate a depth of investigation and process of discovery through the concentration section (12 slides; some may be details). In the breadth section (12 works; one slide of each is submitted), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (five actual works; maximum size is 18 x 24) permits the student to select the works that best exhibit a synthesis of form, technique, and content. | |
| DIGITAL ART A/B | |
| 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. | |
| DIGITAL MEDIA AND FILM PRODUCTION A/B | THEATRE/PLAY PRODUCTION A/B |
| Media/Film/Video/Television Production courses typically cover the history, conventions, and technology used to create and capture performance on digital media, including basics of camera operation, framing and composition, use of time, space, lighting, and sound to effectively translate theatrical content to digital media. Students apply their knowledge and skills in theatrical performance or production to the presentation of those skills in a digital media format. | 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. |
| ADVANCED THEATRE A/B | |
| Theatre - Acting courses typically cover topics such as the basic skills and techniques of acting, including increased sensory awareness, ensemble and solo performing, character analysis, and script | |

analysis. Theatre - Acting present students with opportunities to develop stage presence and characterizations through improvisations and scenes.

GENERAL ART A/B

This is a basic course in the fundamentals of art expression taught to the proficient and/or advanced visual arts standards. In grades seven through twelve, the course may include experiences in drawing, painting, two-and three-dimensional design, and sculpture. The course emphasizes observations, interpretation of the visual environment, and imagination and symbolic subjects. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

Physical Education

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

| PHYSICAL EDUCATION I A/B | PHYSICAL EDUCATION II A/B |
|--|--|
| This course is the first year of the high school physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health. | This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health. |
| INTRODUCTION TO KINESIOLOGY A/B | |
| This course is designed to include the concepts of physical education, physical fitness, anatomy, physiology, biomechanics, mechanism of injury, and administration of athletic training. It covers the many areas of the body and how the body works while under sport situations. It will give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education, and also focus on critical thinking and communication skills, along with practical skills, used in the field of teaching and athletic training. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Multiple laboratory activities are included to further aid in the learning process. This course will prepare students who are interested in a Kinesiology and/or Health Science related career after high school. | |

Advisory

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

| ADVISORY PROGRAM |
|--|
| ADVISORY 9-10-11-12 A/B |
| 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 | COLLEGE READINESS 12 A/B |
|---|---|
| The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster. | The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster. |

Engineering

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

MSA-1 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, with each room equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms. Computer courses 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:

Courses that promote Engineering include Computer Literacy, Robotics and AP Computer Science Principles.

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-1 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: HMH Into Math; Enrichment/Intervention: HMH Into Math, IXL, XtraMath, and Khan Academy, AP Calculus: Larson & Battaglia - Cengage Learning, AP Calculus BC: Rogawski & Cannon - Freeman

Science: McGraw Hill; Integrated Inspire Science California Inspire for; Glencoe Science; AP Biology: Campbell & Reece (8th Edition)

English Language Arts: McGraw Hill; McGraw Hill StudySync (6-12); AP English

ELD: McGraw Hill: StudySync ELD component

Social Science: McGraw Hill, Networks (6-12)

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

COMPREHENSIVE COURSE LIST

| MSA-1 Middle School Courses | | MSA-1 High School Courses | | MSA-1 High School Courses Continued | |
|--|---------------|-----------------------------------|-----------------------|-------------------------------------|------------|
| Name | Grade | Name | Grade | Name | Grade |
| English Language Arts 6 | 6th | Advisory | 9th, 10th | Physical Education I - HS | 9th |
| English Language Arts 7 | 7th | American Government | 12th | Physical Education II - HS | 10th |
| English Language Arts 8 | 8th | AP Biology | 10th, 11th, 12th | Physics | 11th, 12th |
| Honors English Language Arts 6 | 6th | AP Calculus AB | 11th, 12th | Psychology | 11th, 12th |
| Honors English Language Arts 7 | 7th | AP Calculus BC | 12th | Music Appreciation | 11th, 12th |
| Honors English Language Arts 8 | 8th | AP Computer Science A | 10th, 11th, 12th | Spanish 1 | 9th |
| Grade 6 Math - Common Core | 6th | AP Computer Science Principles | 9th | Spanish 2 | 10th |
| Grade 7 Math - Common Core | 7th | AP English Language & Composition | 11th | Spanish 3 | 11th |
| Grade 8 Math - Common Core | 8th | AP English Literature | 11th, 12th | Speech | 9th, 10th |
| Accelerated Grade 6 Math - Common Core | 6th | AP Physics (Algebra based) | 11th, 12th | Digital Media & Film Production | 10th |
| Accelerated Grade 7 Math - Common Core | 7th | AP Spanish Language & Culture | 11th, 12th | United States History | 11th |
| Accelerated Grade 8 Math - Common Core | 8th | AP Chemistry | 11th | Theatre/Play Production | 10th, 11th |
| History - Social Science 6 | 6th | AP Statistics | 12th | World History | 10th |
| History - Social Science 7 | 7th | Computer Literacy 1 | 10th | Environmental Science | 9th |
| History - Social Science 8 | 8th | Computer Literacy 2 | 11th | Theater | 11th, 12th |
| Science 6 | 6th | Intro to Information Tech | 10th | Advanced Theatre | 11th, 12th |
| Science 7 | 7th | Computer Programming | 9th, 10th | Honors English | 9th |
| Science 8 | 8th | Robotics | 9th, 10th, 11th, 12th | Introduction to Kinesiology | 11th |
| ELD - English Language Development | 6th, 7th, 8th | Biology | 9th, 10th | | |
| Life Skills | 6th, 7th, 8th | Chemistry | 10th, 11th | | |
| Power English | 6th, 7th, 8th | Creative Writing | 9th, 10th, 11th | | |
| Power Math | 6th, 7th, 8th | Computer technology | 9th | | |
| Computer Literacy I | 6th | English Language Development | 9th, 10th, 11th, 12th | | |
| Computer Literacy II | 7th, 8th | Data Science/Financial Algebra | 12th | | |
| Introduction to Computer Science | 8th | Journalism | 11th | | |
| Physical Education | 6th, 7th, 8th | Digital Arts | 11th, 12th | | |
| Sustained Silent Reading (SSR) | 6th, 7th, 8th | Economics | 12th | | |
| Performing Arts | 6th, 7th, 8th | English 9 | 9th | | |
| Robotics | 6th, 7th, 8th | English 9 (Honors) | 9th | | |
| Exploratory Arts | 6th, 7th, 8th | English 10 | 10th | | |
| Algebra I | 7th, 8th | English 11 | 11th | | |
| Geometry | 7th, 8th | English 12 | 12th | | |
| Science Olympiad | 6th, 7th, 8th | Fundamentals of Art | 11th, 12th | | |
| Speech | 6th, 7th, 8th | Algebra | 9th | | |
| Mock Trial | 8th | Geometry | 10th | | |
| Spanish | 8th | Algebra 2 | 11th | | |
| Fundamentals of Art | 6th, 7th, 8th | Marine Biology | 11th, 12th | | |
| Exploratory Arts | 6th, 7th, 8th | Ethnic Studies | 11th, 12th | | |
| Health Education | 6th, 7th, 8th | AP Government & Politics | 11th | | |
| Computer Literacy | 6th, 7th, 8th | AP Studio 2-D Design | 11th | | |

INSTRUCTIONAL METHODS AND STRATEGIES

Our instructional methods and strategies, all research-based and proven successful with diverse student populations including the students we serve across MPS, are thoughtfully designed to meet the multifaceted needs of our learners. All MSA-1 faculty members will utilize the Understanding By Design model to backward plan instruction, incorporating differentiation to support students with specific needs. Drawing inspiration from the detailed description of our model contained in the charter petition, as well as influential works such as Alan Blankstein's "Failure Is Not an Option," Dr. Robert Marzano's "Classroom Management That Works," Carol Ann Tomlinson's "How To Differentiate Instruction In Mixed-Ability Classrooms," Doug Lemov's "Teach Like A Champion," Zaretta Hammond's "Culturally Responsive Teaching and The Brain," and incorporating principles of Universal Design for Learning, Multi-Tiered System of Supports, techniques from the "Get Better Faster" framework, and placing a heightened focus on SEL, mental and emotional health, and trauma-informed practices, our faculty is exceptionally equipped with evidence-based strategies for effective teaching.

We place a robust emphasis on integrating the curriculum through cross-disciplinary learning on a daily basis. Teachers are dedicated to making learning not only relevant and engaging but also emotionally supportive by adopting a constructivist, project-based approach, as detailed above in the section, Instructional Design. This involves frequent connections to real-world applications, incorporating

inquiry, research, reflection, problem-solving, and critical thinking into our instructional methods. As students master content, they are concurrently guided in developing essential learning skills. Our instruction is deeply rooted in thematic integrated approaches, incorporating application-oriented activities such as projects that draw from ELA, science, math, history, the arts, computer/technology, and more. This interactive and collaborative approach ensures that assignments are meaningful, engaging, and concepts are authentic. Moreover, UDL provides a framework for creating flexible and inclusive learning environments that cater to the diverse needs of all students. By incorporating UDL principles, our instructional methods are designed to be accessible to learners with varying abilities and learning styles, ensuring that every student can actively participate and succeed in the learning process.

Additional aspects of our model and strategies such as MTSS, CLRT practices, social-emotional learning embedded throughout the program both explicitly and implicitly, and leveraging technology – especially adaptive learning programs – all help us ensure that each individual student is met where their needs are, with differentiation in how learning is structured, delivered and demonstrated.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE STATE STANDARDS

All courses have been designed in alignment with the State Standards. Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CCSS standards and designing lesson plans that ensure alignment to the CCSS.

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

At MSA-1, 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-1. 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 Infinite Campus, school information system.

During intervention, teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Khan Academy,, English 3D, HHM Into Math/Into AGA 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-1 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-1 encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using Infinite Campus and providing computer access to all parents. MSA-1 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-1's computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer have the opportunity to visit the computer lab after school.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in three 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 four years with a minimum of 210 credits. Credits are earned on a semester basis in high school with each course worth five (5) credits per semester (i.e., a year-long course is worth 10 credits). All pertinent high school courses will be submitted to UC Doorways and are A-G approved.

MSA-1 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 will 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 of the graduation requirements to participate in the Graduation Ceremony.

MSA-1 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 | 20 |
| (f) Visual & Performing Arts | One year | 10 | 10 | 10 |
| (g) Electives* | 20 credits for all diploma types. | 20 | 20 | 20 |
| Physical Education | Two years required. | 20 | 20 | 20 |

| | | | | |
|---|--|-------------|-----------------|-----------------|
| Computers & Technology | One year required. | 10 | 10 | 10 |
| TOTAL REQUIRED CREDITS | | 200 | 220 | 220 |
| AP Course / College Credit Requirements | AP courses can be taken to meet minimum requirements or as elective. | N/A | 10 | 20 |
| College/Career Prepared Designation | Designation of "Prepared" on the College/Career Indicator (CCI). | N/A | P | P |
| 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

MSA-1 will use the online credit recovery program Ingenuity. When students need to recover credits from non-passed courses, the following supports will be provided to all student groups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery Courses
- Tutoring: Before-school, after-school or Saturdays

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

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

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES ("WASC")


MSA-1 is accredited by Western Association of Schools and Colleges through June 2028. Currently, the school contributes members to participate on visiting committees. MSA-1 will follow up and complete all necessary steps for accreditation beyond June 2028.

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

All A-G courses at MSA-1 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

MPS announces its annual calendar before the beginning of each instructional year. Following is a detailed calendar for 2024-25, followed by a more summary draft instructional calendar for the 2025-26 school year.



Magnolia Science Academy - 1 ACADEMIC CALENDAR 2024 - 25

Magnolia Science Academy-1
18238 Sherman Way, Reseda, CA 91335
Phone: (818) 609-0507; Fax: (818) 477-0945
msa1@magnoliapublicschools.org

| July 2024 | | | | | |
|-----------|------|-----|-------|-----|----|
| Mon | Tues | Wed | Thurs | Fri | |
| 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | 31 |

| August 2024 | | | | | |
|-------------|------|-----|-------|-----|--|
| Mon | Tues | Wed | Thurs | Fri | |
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| September 2024 | | | | | |
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| October 2024 | | | | | |
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| November 2024 | | | | | |
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| December 2024 | | | | | |
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| January 2025 | | | | | |
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| February 2025 | | | | | |
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| March 2025 | | | | | |
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| April 2025 | | | | | |
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| May 2025 | | | | | |
|----------|------|-----|-------|-----|--|
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| June 2025 | | | | | |
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| Event | Date |
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| MPS School Leaders In-Service | Tuesday, July 30, 2024 - Wednesday, July 31, 2024 |
| MPS All Staff Summer In-Service | Friday, August 2, 2024 |
| MPS New Teacher Training | Thursday, August 8, 2024 |
| MSA-1 Summer In-Service | Monday, August 5, 2024 - Monday, August 12, 2024 |
| School Orientation for All Students & Families | Friday, August 9, 2024 |
| 1st Day of School | Tuesday, August 13, 2024 |
| Back to School Night | Wednesday, August 28, 2024 |
| Labor Day - No School | Monday, September 2, 2024 |
| Picture Day | Thursday, September 19, 2024 |
| Pupil Free Day - No School - Staff PD | Friday, September 20, 2024 |
| Grades Due (PR #1) | Thursday, September 26, 2024 |
| Progress Report-1 | Friday, September 27, 2024 |
| Parent-Teacher Conferences (Minimum Day) | Wednesday, October 9, 2024 |
| Parent-Teacher Conferences (Minimum Day) | Thursday, October 10, 2024 |
| Grades Due (PR #2) | Thursday, October 31, 2024 |
| Progress Report-2 | Friday, November 1, 2024 |
| Veterans Day - No School | Monday, November 11, 2024 |
| Thanksgiving Break - No School | Monday, November 25, 2024 - Friday, November 29, 2024 |
| Final Exams - Minimum Days | Wednesday, December 11, 2024 - Friday, December 13, 2024 |
| Grades Due (RC #1) | Friday, December 13, 2024 |
| Fall Report Card | Monday, December 16, 2024 |
| Winter Break - No School | Monday, December 16, 2024 - Monday January 6, 2025 |
| Pupil Free Day - No School - Staff PD | Monday, January 6, 2025 |
| First Day of 2nd Semester | Tuesday, January 7, 2025 |
| Civil Rights Day / MLK Day - No School | Monday, January 20, 2025 |
| Presidents Day - No School | Monday, February 17, 2025 |
| Grades Due (PR #3) | Thursday, February 20, 2025 |
| Progress Report-3 | Friday, February 21, 2025 |
| Pupil Free Day - No School - Staff PD | Friday, March 7, 2025 |
| Parent-Teacher Conferences (Minimum Day) | Wednesday, March 12, 2025 |
| Parent-Teacher Conferences (Minimum Day) | Thursday, March 13, 2025 |
| Cesar Chavez Day - No School | Monday, March 31, 2025 |
| Grades Due (PR #4) | Thursday, April 3, 2025 |
| Progress Report-4 | Friday, April 4, 2025 |
| Spring Break - No School | Monday, April 14, 2025 - Friday, April 18, 2025 |
| Memorial Day - No School | Monday, May 26, 2025 |
| Final Exams - Minimum Days | Wednesday, June 4, 2025 - Friday, June 6, 2025 |
| Staff Wrap Up Meetings | Wednesday, June 4, 2025 - Friday, June 6, 2025 |
| 8th Grade Promotion Ceremony | Thursday, June 5, 2025 |
| 12th Grade Graduation Ceremony | Friday, June 6, 2025 |
| Last Day of School | Friday, June 6, 2025 |
| Grades Due (RC #2) | Friday, June 6, 2025 |
| Spring Report Card | Monday, June 9, 2025 |
| CAASPP Testing | April - May 2025 |

MAP Testing Dates

| | |
|------------|---|
| MAP Test 1 | Monday, August 26, 2024 - Friday, August 30, 2024 |
| MAP Test 2 | Monday, May 19, 2025 - Friday, May 23, 2025 |

Parent Teacher Conference Dates


| | |
|-------------------------------|---|
| Parent Teacher Conferences -1 | Wednesday, October 9, 2024 - Thursday, October 10, 2024 |
| Parent Teacher Conferences -2 | Wednesday, March 12, 2025 - Thursday, March 13, 2025 |

LEGEND / DISMISSAL TIMES

| |
|--------------------------------|
| STUDENTS RETURN |
| NO SCHOOL DAY |
| REGULAR DAY DISMISSAL: 3:38 PM |
| MINIMUM DAY DISMISSAL: 1:11 PM |

SCHOOL STARTS AT 8:30 AM
FENCED AREA OPENS AT 7:30 AM

***updated on 8/5/2024



RESILIENT
INSPIRING
SELFLESS
ENTHUSIASTIC

2025-26 DRAFT ACADEMIC CALENDAR

| | | | Holidays & Breaks |
|-----|------------------------------------|-------------|-------------------|
| | | | Important Dates |
| JUL | Independence Day | 7/4 (Fri) | |
| AUG | First Day of Instruction | 8/11 (Mon) | |
| SEP | Labor Day | 9/1 (Mon) | |
| SEP | Staff P.D. Day (Pupil Free Day) | 9/19 (Fri) | |
| NOV | Veterans Day | 11/11 (Tue) | |
| NOV | Thanksgiving Break | 11/24-11/28 | |
| DEC | Last Day of First Semester | 12/12 (Fri) | |
| DEC | Winter Break | 12/15-1/2 | |
| JAN | Staff P.D. Day (Pupil Free Day) | 1/5 (Mon) | |
| JAN | First Day of Second Semester | 1/6 (Tue) | |
| JAN | M. L. King Day | 1/19 (Mon) | |
| FEB | Presidents' Day | 2/13-2/16 | |
| FEB | Staff P.D. Day (Pupil Free Day) | 2/27 (Fri) | |
| MAR | Cesar Chavez Day | 3/27 (Fri) | |
| APR | Spring Break | 3/30-4/3 | |
| MAY | Memorial Day | 5/25 (Mon) | |
| JUN | Last Day of Instruction | 6/5 (Fri) | |
| JUN | Juneteenth | 6/19 (Fri) | |
| | # of Instructional Days: | 180 | |
| | # of Staff P.D. (Pupil Free) Days: | 3 | |

SAMPLE DAILY SCHEDULES

Students attend school from 8:30 a.m. – 3:38 p.m. each day, with early release at 1:11 p.m. on Wednesday.

MSA-1 Middle School Sample Schedules**Regular Day (Monday-Tuesday, Thursday-Friday)**

| | Grade 6 (32.5 Credits) | Grade 7 (32.5 Credits) | Grade 8 (32.5 Credits) | Instructional Minutes |
|------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| Period 1 8:30-9:26 | Physical Education | Integrated Science 7 | Math 8 | 56 |
| Period 2 9:30-10:26 | Math 6 | Math 7 | Physical Education | 56 |

| | | | | |
|--|-------------------------------|-------------------------------|-------------------------------|----|
| Period 3 10:30-11:26 | English Language Arts 6 | Physical Education | History-Social Science 8 | 56 |
| Lunch 11:26-12:00 | | | | 0 |
| SSR 12:04-12:38 | SSR/ELD | SSR/ELD | SSR/ELD | 34 |
| Period 4 12:42-1:38 | Computer | History-Social Science 7 | Integrated Science 8 | 56 |
| Period 5 1:42-2:38 | History-Social Science 6 | Spanish | English Language Arts 8 | 56 |
| Period 6 2:42-3:38 | Integrated Science 6 | English Language Arts 7 | Fundamentals of Art | 56 |
| Total Instructional Minutes (with passing periods): | | | 394 | |

MSA-1 Middle School Sample Schedules**Early Dismissal Day (Wednesday)**

| | Grade 6 (32.5 Credits) | Grade 7 (32.5 Credits) | Grade 8 (32.5 Credits) | Instructional Minutes |
|--|-------------------------------|-------------------------------|-------------------------------|--------------------------|
| Period 1 8:30-9:11 | Physical Education | Integrated Science 7 | Math 8 | 41 |
| Period 2 9:15-9:56 | Math 6 | Math 7 | Physical Education | 41 |
| Period 3 10:00-10:41 | Integrated Science | English Language Arts 7 | Fundamentals of Art | 41 |
| Nutrition 10:41-10:56 | | | | 0 |
| Period 4 11:00-11:41 | Computer | History-Social Science 7 | Integrated Science 8 | 41 |
| Period 5 11:45-12:26 | History-Social Science 6 | Spanish | English Language Arts 8 | 41 |
| Period 6 12:30-1:11 | English Language Arts 6 | Physical Education | History-Social Science 8 | 41 |
| Lunch 1:11-1:41 | | | | 0 |
| Total Instructional Minutes (with passing periods): | | | 266 | |

MSA-1 High School ("HS") Sample Schedules**Regular Day (Monday-Tuesday, Thursday-Friday)**

| | Grade 9 (32.5 Credits) | Grade 10 (32.5 Credits) | Grade 11 (32.5 Credits) | Grade12 (25.5 Credits) | Instructional Minutes |
|--|-------------------------------------|-------------------------------------|--------------------------------------|--|-----------------------|
| Period 1 8:30-9:26 | Computer Literacy 2 (HS Grad Reqs) | Physical Education 2 (HS Grad Reqs) | English 11 (A-G & HS Grad Reqs) | English 12 (A-G & HS Grad Reqs) | 56 |
| Period 2 9:30-10:26 | Spanish 1 (HS Grad Reqs) | Chemistry (A-G & HS Grad Reqs) | AP Art (A-G & HS Grad Reqs) | Robotics (HS Grad Reqs) | 56 |
| Period 3 10:30-11:26 | English 9 (A-G & HS Grad Reqs) | World History (A-G & HS Grad Reqs) | Physics (A-G & HS Grad Reqs) | Marine Biology (A-G & HS Grad Reqs) | 56 |
| Advisory 11:30-12:04 | Advisory | Advisory | Advisory | Advisory | 34 |
| Lunch 12:04-12:38 | | | | | 0 |
| Period 4 12:42-1:38 | Biology (A-G & HS Grad Reqs) | English 10 (A-G & HS Grad Reqs) | AP U.S. History (A-G & HS Grad Reqs) | AP Calculus (A-G & HS Grad Reqs) | 56 |
| Period 5 1:42-2:38 | Physical Education 1 (HS Grad Reqs) | Spanish 2 (HS Grad Reqs) | Algebra 2 (A-G & HS Grad Reqs) | Journalism (HS Grad Reqs) | 56 |
| Period 6 2:42-3:38 | Algebra I (A-G & HS Grad Reqs) | Geometry (A-G & HS Grad Reqs) | Psychology (A-G & HS Grad Reqs) | American Government (A-G & HS Grad Reqs) | 56 |
| Total Instructional Minutes (with passing periods): | | | 394 | | |

MSA-1 High School Sample Schedule
Early Dismissal Day (Wednesday)

| | Grade 9 (32.5 Credits) | Grade 10 (32.5 Credits) | Grade 11 (32.5 Credits) | Grade12 (25 Credits) | Instructional Minutes |
|-------------------------|-------------------------------------|-------------------------------------|---------------------------------|-------------------------------------|-----------------------|
| Period 1 8:30-9:11 | Computer Literacy 2 (HS Grad Reqs) | Physical Education 2 (HS Grad Reqs) | English 11 (A-G & HS Grad Reqs) | English 12 (A-G & HS Grad Reqs) | 41 |
| Period 2 9:15-9:56 | Spanish 1 (HS Grad Reqs) | Chemistry (A-G & HS Grad Reqs) | AP Art (A-G & HS Grad Reqs) | Robotics (HS Grad Reqs) | 41 |
| Period 3 10:00-10:41 | English 9 (A-G & HS Grad Reqs) | World History (A-G & HS Grad Reqs) | Physics (A-G & HS Grad Reqs) | Marine Biology (A-G & HS Grad Reqs) | 41 |
| Period 4 10:45-11:26 | Physical Education 1 (HS Grad Reqs) | Spanish 2 (HS Grad Reqs) | Algebra 2 (A-G & HS Grad Reqs) | Journalism (HS Grad Reqs) | 41 |

| | | | | | |
|---|--------------------------------------|---------------------------------------|--|---|----|
| Nutrition 11:26-11:41 | | | | | 0 |
| Period 5 11:45-12:26 | Algebra I (A-G & HS Grad Reqs) | Geometry (A-G & HS Grad Reqs) | Psychology (A- G & HS Grad Reqs) | American Government (A-G & HS Grad Reqs) | 41 |
| Period 6 12:30-1:11 | Biology (A-G & HS Grad Reqs) | English 10 (A-G & HS Grad Reqs) | AP U.S. History (A-G & HS Grad Reqs) | AP Calculus (A-G & HS Grad Reqs) | 41 |
| Lunch 1:11-1:41 | | | | | 0 |
| Total Instructional Minutes (with passing periods): | | | 266 | | |

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 2024-25 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 | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 54000 | 65416 | 11416 |
| 7 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 54000 | 65416 | 11416 |
| 8 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 54000 | 65416 | 11416 |
| 9 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 64800 | 65416 | 616 |
| 10 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 64800 | 65416 | 616 |
| 11 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 64800 | 65416 | 616 |
| 12 | Yes | 137 | 394 | 0 | 0 | 43 | 266 | 0 | 0 | 180 | 64800 | 65416 | 616 |

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Assistant Principal, Dean of Academics, Dean of Students, 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.

Professional Learning Communities ("PLC")

MSA-1 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

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

We use PLCs to:

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

In addition to site-based PLCs, teachers participate in virtual Magnolia Public Schools-wide department PLC meetings throughout the school year, facilitated by Teachers On Special Assignment. Common instructional strategies, assessments strategies, and re-teaching strategies are typical topics of collaboration.

School-wide Meetings and Professional Development Activities

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP/CAA, CAST, ELPAC, online blended learning data, 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, MTSS, SSR, 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-1 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-1 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-1 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-1'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-1 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

At MSA-1, support and intervention begin with high-quality instruction and universal screening of all children within the general education setting, through an MTSS-approach detailed fully above in the section, *Personalized Learning with Flexible Supports, a Multi-Tiered System of Supports Model*. 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. Academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Assistant Principal. With clear expectations taught through a Life Skills course students earn rewards for desired behaviors. Assemblies, student surveys and our Student Support and Progress Team process (described below) encourage student participation and voice.

During intervention, teachers use educational materials that provide review, reteach and enrichment programs, customizing instruction to meet individual student needs based on data. McGraw Hill's publisher resources, Khan Academy, IXL, and HMH math resources 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.

STUDENT SUPPORT AND PROGRESS TEAM (“SSPT”)

The SSPT uses a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program.

The SSPT may include, but is not limited to:

- Principal (required)
- or Advisor (6-12) (required)
- Parent/Guardian (required)
- Student (as appropriate)
- Psychologist/Social Worker
- Teacher(s)
- Special Ed Teacher
- EL Coordinator
- Parent Liaison

The Principal engages in regular school-wide data analysis reflections, including reviewing the SSPT caseload by grade level and student groups. The MTSS intervention process uses the following to inform, monitor, and implement support strategies:

- Historical student data (where available)
- CAASPP results
- NWEA MAP diagnostic and assessment data
- CAASPP IBAs/ICAs
- AP, SAT and ACT results
- Progress monitoring
- Classroom Assessment Data

SSPT Referral Process

Any teacher or parent can request an SSPT review of a student’s needs for additional support and intervention. The Principal or his/her designee is responsive for scheduling an SSPT meeting when required participants are available and sends formal notification.

SSPT Meeting

The Principal or his/her designee prepares all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The Principal is the lead facilitator of the meeting, and will ensure all members participate. The Principal or his/her designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT celebrates success with parents/guardians (and the student, if present) and determine which interventions/support are continued and the need for any additional follow-up, or whether the SSPT process can be concluded;
- If there is a lack of progress or need for additional follow-up: the SSPT prepares a plan to continue and/or revise interventions and, as needed, seeks expertise from additional personnel, including other leaders or other experts. As needed, the SSPT and parent/guardians discuss MSA-1's student retention policy if the student is at-risk of retention.

The Principal or his/her designee updates student records with SSPT documentation and schedule another 4-6 week follow-up meeting, if additional action steps are taking place.

MTSS TIERED INTERVENTIONS

The SSPT uses a systematic, whole-child approach to ensure student's needs are addressed through problem-solving, data-driven decision making, targeted interventions, and ongoing progress monitoring. Seeking to support students in acquiring linguistic, academic, behavioral, and social competencies, and to assist the Charter School in enhancing a collaborative and supportive culture for all stakeholders, the SSPT emphasizes early intervention for underachieving students. The SSPT system and practices, including instruction and PBIS, are aligned by MTSS, a school-wide system of initiatives, supports, resources, and continuous improvement processes.

Our entire educational program is designed to increase student achievement and close historic achievement gaps. In the MTSS model, Tier 1 includes universal support for ALL students, Tier 2 includes targeted interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal Supports

In Tier 1, academic, linguistic, behavioral, and social-emotional learning interventions, including PBIS, provides a school-wide foundation for all students. Students receive whole-child, differentiated instruction and supplementary resources that aide high-quality core instruction, ongoing assessments and/or universal screenings. Through a Universal Design for Learning approach, teachers differentiate instruction through presentation, process, and/or product. To maximize student growth, teachers add complexity to curriculum, scaffold lessons, pre-assess students to form small flexible groups, employ questioning strategies, and allow for independent study, preview, review, and more. School staff use predictable routines and clear, positively stated behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year and using data-driven decision making, the SSPT monitors both the effectiveness of Tier 1 instruction and PBIS, and students' response to Tier 1 instruction. Tier 1 includes social emotional functioning supports. When any two to three subsequent assessment measures indicate a student needs more instruction, intervention, and/or SEL support to be successful, Tier 2 services are provided. Tier 2 supports are provided at the point the student indicates a struggle, and does not need to wait to adjust the student's individual program.

- **Target Group:** All students (100% of student population)
- **Purpose:** Provide high-quality instruction and preventive interventions to support student success.

Key Strategies:

| Key Strategy | How | How Often |
|---|--|---|
| Standards-Aligned, Differentiated Instruction | Teachers at Magnolia Science Academy - 1 (MSA-1) implement Universal Design for Learning (UDL) strategies and differentiated instruction to ensure all students can access and engage with a standards-aligned core curriculum that meets their diverse learning needs. | Daily |
| Data-Driven Instruction | Formative data assessments include but are not limited to, Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), NWEA MAP, quizzes, exit tickets, and formative checks for understanding | Formative Assessments: Daily IABs/FIABs: Minimum 3 times a year NWEA MAP: Minimum twice a year |
| Professional Learning Communities (PLCs) | Teachers at MSA-1 collaborate regularly to analyze student performance data and adjust instruction accordingly. PLCs happen at the school site level in grade levels, departments, and committees, as well as at the organization-level with monthly department PLCs. | School Level PLCs: Weekly Org-wide PLCs: Monthly |
| Positive Behavior Supports and Interventions (PBIS) | At MSA-1 we established school-wide academic and behavioral expectations used by all school staff to create a supportive learning environment, and recognize student and staff accomplishments (i.e., assemblies and PBIS Rewards). | Daily Monthly |
| Expanded Learning Opportunities | At Magnolia Science Academy - 1 (MSA-1), tutoring is offered before and after school to provide academic support and targeted enrichment programs. | Daily |
| Family Engagement | At Magnolia Science Academy - 1 (MSA-1), we provide workshops, events, and resources designed to empower families in supporting their children's learning at home. These opportunities equip parents and guardians with strategies, tools, and guidance to reinforce academic skills, foster a positive learning environment, and strengthen the home-school connection for student success. | At least Monthly |

Progress Monitoring:

- Regular analysis of student data from benchmarks, classroom assessments, and state testing results.

Tier 2: Targeted Interventions

Tier 2 supports are administered in addition to continued Tier 1 supports within the classroom, and include added time for intervention, smaller group, and one-on-one support for a more targeted, intensive level of support. Tier 2 employs an evidence-based instructional program qualitatively different than the instructional program in Tier 1. Using data and evidence-based decisions, the SSPT monitors the effectiveness of, and student response to, Tier 2 instruction. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 3 services are provided. A student receives no more than two cycles of Tier 2 supports before triggering a new SSPT meeting with the entire team to determine a better course of action. This is to ensure a student does not lose time in a form of instruction that clearly does not serve them well personally.

Targeted interventions are utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and “Power” classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, newcomer and behavior management support groups, community restoration assignments, goal setting and monitoring.

- **Target Group:** Students who demonstrate academic risk based on CAASPP, NWEA MAP, ELPAC, IAB and classroom assessment data (~25% of student population)
- **Purpose:** Provide small-group, targeted interventions to accelerate learning and close skill gaps.

Key Strategies:

| Key Strategy | How | How Often |
|---------------------------------|--|---|
| Small Group Instruction | Teachers provide small group focused interventions within the classroom setting. MSA-1 utilizes IXL in Math, ELA, and Science to support targeting individual student needs. | 2-3 times per week |
| Power Math & ELA Classes | Power Math and ELA classes are offered everyday in middle school to provide targeted support to students. | 4-5 times per week |
| High-Dosage Academic Support | Bi-lingual Paraprofessionals and aides provide small-group pre teaching/reteaching during the school day | 2-3 times per week |
| Expanded Learning Opportunities | Saturday school and Winter Academy are offered throughout the year to provide intervention and enrichment programs. | Weekly Daily during Intersessions |
| Summer School | Summer school is offered for several weeks providing students credit recovery, intervention, enrichment, and field trips. | Summer |
| Credit Recovery | Credit recovery is offered during Zero period, Advisory, Saturday school, winter academy, and summer school. | As needed, each course lasts 1 semester |

| | | |
|-------------|---|-----------|
| Home Visits | Home visits are conducted throughout the year to help build a connection between the families and school. | As needed |
|-------------|---|-----------|

Progress Monitoring:

- Biweekly assessments in intervention programs, teacher progress reports, and student performance tracking.

Tier 3: Intensive Interventions and Evaluation

Tier 3 requires daily intervention, and is provided in addition to Tier 1 and 2 supports. Tier 3 is comprised of highly targeted and intensive interventions for a very small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student. Tier 3 interventions occur inside the classroom during the school day and during extended learning time (after-school, Saturdays, etc.), to support closing of the learning gap. Tier 3 students have more frequent check-ins for progress looking for both leading and lagging indicators of student improvement, and to make important timely course corrections.

Our school has both push-in and pull-out services with educational specialists to ensure students with the most significant needs are supported and obtain adequate educational benefit. Using our Special Academic Instruction program, teacher and special education aides (instructional aides), learning centers, and Saturday school, we are able to help our most impacted learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math and English language arts pathway. Support for behavior and socio-emotionality are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all students including the most vulnerable, academically and emotionally impacted students.

- **Target Group:** Students with significant, persistent academic challenges based on CAASPP, NWEA MAP, ELPAC, IAB and classroom assessment data (~10% of student population)
- **Purpose:** Provide individualized, high-intensity interventions for students needing the most support.

Key Strategies:

| Key Strategy | How | How Often |
|--|---|---|
| Student Support and Progress Team Meeting(s) | SSPT and Behavior Intervention Plans are implemented to support academics and behavior. | As needed Monitoring of plan: Minimum weekly |
| One-on-One Academic Interventions | Intensive intervention support with trained intervention specialists. | 3 times per week |
| Check-In/ Check-Out System | CICO is used to address behavior and support the student in their development and monitor their | Daily |

| | | |
|------------------------------|---|----------------------------------|
| | progress and adjust with the support of the teachers. | |
| Increased Instructional Time | Before and after school tutoring, Saturday school, and inter-sessions are offered to provide additional opportunities for academic support. | Daily During School Breaks |
| Wraparound Support Services | The school counselors and psychologist provide support for students. Additionally, they partner with Magnolia Engagement Team (MET) and external agencies to address academic and socio-emotional barriers. | As needed |

Progress Monitoring:

- Weekly data reviews, student growth tracking, and case management meetings with educators and support staff.

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

While 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 curriculums 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 MTSS 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.

Designated Instructional Services- These are instructional services not generally provided in a regular classroom setting. They may include Speech Therapy, Counseling, Adapted Physical Educational, Occupational and Physical Therapy.

Differential Standards for Graduation- In very severe cases with regard to low incidence and students with low intellectual disabilities, we may provide alternative standards for the culmination of our academic program at MSA-1. This might include earning either a CA State Diploma or a Certificate of Completion in lieu of the accelerated Magnolia Public Schools' diploma.

Transportation- In very rare cases a student may require transportation to and from school if they meet the following criteria: According to federal regulation [34 CFR Section 300.34(c)(16)], Transportation is required to be provided as a related service if it is required to assist a child with an (aligned) disability to benefit from their educational program. This service would be provided by our approved vendor, Hop Skip Drive.

ENGLISH LEARNERS

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

MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong, evidence- and asset-based program, as detailed herein.

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 MPS'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 MPS'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

Identification of English Learners

When a student enrolls at MSA-1, the school requests information regarding the primary language spoken at home through a Home Language Survey ("HLS"), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents receive an explanation of its purpose, and are informed of the possibility that their child may be given an assessment to measure their English Language Proficiency ("ELP"). As detailed more fully below, prior to English proficiency testing, parents are also informed of when their child will be tested, and how the test will be used to determine placement and reclassification. The student's cumulative file and CALPADS records are also checked by office staff to determine the student's ELP status.

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, is tested for English Language Proficiency using the English Language Proficiency Assessments for California.

Assessment of English Learners

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the HLS. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC Summative and ELPAC Initial are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. For MSA-1’s grades, the ELPAC IA and SA are administered via a computer-based platform. Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

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

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

Assessment of Students with an IEP/504 Plan: EL students on an active individualized education program or Section 504 plan are assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

Parent Notification

Parents of students who are administered the initial and annual ELPAC will receive notification of the Charter School’s responsibility for ELPAC testing and ELPAC results within thirty days of receiving results from the publisher. The Charter School shall also provide to parents:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

Additionally, all students who are classified as LTELs or at-risk of becoming an LTEL will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a LTEL or At-Risk of becoming a Long-Term English Learner

- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification.

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MPS EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only, and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

Placement of English Learners - Structured English Immersion Program

All MPS EL students participate in a Structured English Immersion ("SEI") program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long-Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." Designated ELD is not separate from the core subjects, but rather is integrated into daily instruction as a protected time which is focused on the ELD standards.

The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum requirement for all MPS schools. MSA-1 may elect to provide additional support to their English Learners, as long as it does not interfere with a student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

| Middle School - Grades 6-8 | |
|--|--|
| Eligible Students | Program Description |
| ELD Levels 1-2 ELs with “minimally” or “somewhat developed” proficiency in English | <ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD. • Depending on the school’s EL population and resources, this period of designated ELD may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Inside. |
| ELD Levels 3-4 ELs with “moderately” or “well developed” proficiency in English | <ul style="list-style-type: none"> • EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels and proficiency descriptors. • Core teachers work with the site-level EL Coordinator and Assistant Principal to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit. |
| High School - Grades 9-12 | |
| Eligible Students | Program Description |

| | |
|---|--|
| <p>ELD Levels 1-2 ELs with “minimally” or “somewhat developed” proficiency in English</p> | <ul style="list-style-type: none"> • EL students who are ELD Levels 1-2 receive one period of designated ELD during the school’s SSR period or Study Skills class. This ELD class will not interfere with a student’s A-G requirements. • EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. • Teacher differentiates language instruction based on ELD levels. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Edge. |
| <p>ELD Levels 3-4 ELs with “moderately” or “well developed” proficiency in English</p> | <ul style="list-style-type: none"> • EL students who are ELD Levels 3-4 receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • Depending on the school’s EL population and resources, EL students who are ELD Levels 3-4 may also receive an additional period of designated ELD, which may be a full class period or it may take place during the school’s shorter SSR/Study Skills period. If offered, this additional ELD class will not interfere with a student’s A-G requirements. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • Core teachers work with the site-level EL coordinator and Assistant Principal to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill’s StudySync ELA curriculum, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Edge. |

Integrated English Language Development

Integrated ELD is defined by the California ELD Framework as “ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.”

At MPS, teachers use Specially Designed Academic Instruction in English (“SDAIE”) strategies, and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS

framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

CHATS Framework

Teachers receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELs with opportunities to build up their academic language” in the content classroom. All MPS teachers have access to this book, and are consistently trained to use CHATS strategies. Although CHATS 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:

- 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.

Newcomers and Long-Term English Learners

Newcomers

A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MPS, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student’s English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS strives to obtain tutors that speak the student’s native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS schools. Newcomers are carefully monitored for growth by the school-level EL Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level EL Coordinator will work with school leaders and the MPS EL Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible)

regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families are also be invited to attend our Parent College Program, and are provided with resources for helping their child improve literacy at home in their native language.

Long Term English Learners

A Long-Term English Learner is defined as an English learner student to which all of the following apply:

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year’s administration of the CAASPP-ELA.

MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MSA-1 are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

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

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) may be placed in one of the specialized “Power English” courses for one semester. This class would not replace designated or integrated ELD. This class would provide an additional focus on oral and academic language development and English literacy. It would also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student’s progress is be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in MSA-1 high school receive ongoing, individualized support from the site-level EL Coordinator. Data is reviewed and the student works with the Coordinator to create a plan of action and

next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional works with the EL Coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools focuses on the following universal strategies for improving academic outcomes for LTEL students:

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

Pathways for Newcomers and LTELs are evaluated by the MSA-1 EL Coordinator and Dean of Academics every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

Monitoring English Learner Progress

MSA-1 English Learners are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & CAASPP scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent Notification Letters mailed home
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to our school's coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

| Weekly/Bi-weekly | Monthly | Annually |
|---|---|---|
| <ul style="list-style-type: none"> • Core teachers review current class grades and | <ul style="list-style-type: none"> • Portfolio maintenance: Relevant scores, | <ul style="list-style-type: none"> • January/February: Data for reclassified students is |

| | | |
|---|--|---|
| notify parents of ELs if their child is failing. <ul style="list-style-type: none"> • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.). | assessments, and work samples are collected and updated in each EL student's ELD portfolio. <ul style="list-style-type: none"> • Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency. | reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator. |
|---|--|---|

Dually-Identified Students

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SWD receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards,¹³⁵ the Dually Identified student population of EL/SWD students benefit from a program that utilizes researched-based instructional practices. The program monitors student outcomes with fidelity based on the students' ELD IEP goals in listening, speaking, reading and writing. The school-level EL Coordinator attends all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals are in addition to the students' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents are informed of this progress at least every six weeks in conjunction with progress reports and adjustments are made to plans and program implementation as needed.

Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

| | |
|---|---------------------------|
| | Grades 6-12 |
| English Language Proficiency Assessment | ELPAC: Overall score of 4 |

¹³⁵ The Castañeda standard mandates that programs for language-minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers. Source: Del Valle, S. (2003). Language rights and the law in the United States: Finding our voices. Clevedon, UK: Multilingual Matters.

| | | | | |
|-------------------------|---|------|--------|--------|
| Basic Skills Assessment | NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of: | | | |
| | | Fall | Winter | Spring |
| | Gr. 6 | 197 | 202 | 204 |
| | Gr. 7 | 200 | 204 | 206 |
| | Gr. 8 | 204 | 207 | 209 |
| | Gr. 9 | 207 | 209 | 211 |
| | Gr. 10 | 209 | 210 | 212 |
| | Gr. 11 | 211 | 212 | 213 |
| | Gr. 12 | 212 | 213 | 214 |
| | ~OR~ | | | |
| | CAASPP: ELA/Literacy score of 2 (Nearly Met) or above | | | |
| | ~OR~ | | | |
| | MPS approved ELA benchmark assessments: K-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above. | | | |
| Teacher Evaluation | Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification. | | | |
| Parent Consultation | <p>Parent/Guardian will be informed of the student’s eligibility to Reclassify and the ongoing monitoring process that will continue for four (4) years. Notifications may be made via phone call, in-person or virtual/video meeting (i.e., Zoom), and/or parent letter. Parent/Guardian signatures will be collected to confirm that the consultation was held, and a copy will be placed in the students’ cumulative folder and EL Portfolio.</p> <p>The date on which the consultation was held will be the official date of reclassification used for the SELA report and CALPADS reporting.</p> | | | |

Reclassified students are monitored for a period of four years by on-site EL Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. The EL Coordinator monitors reclassified students' academic progress annually by reviewing benchmark scores, MAP and CAASPP scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator follows up with MSA-1 to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

Staff Qualifications and Professional Development Plan

The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction.

Teachers providing specialized academic instruction for EL students at MSA-1 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-1 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-1 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 ELPAC results. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-1 staff continues to revisit for professional development. MSA -1 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

English Learner Advisory Committee

MSA-1 hosts ELAC meetings regularly throughout the school year. The ELAC operates as follows:

Composition:

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the Parent Advisory Committee for consideration of inclusion in the LCAP.

Purpose of the ELAC:

The following tasks are included in the function of every school's ELAC. They are:

- Advise the school principal and staff on the development of the LCAP.
- Advise the Parent Advisory Committee on the school's program and goals for ELs.
- Conduct a school needs assessment for the school's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

Sample calendar for ELAC Meetings:

| September/October | November/December | January/February | March/April |
|---|--|--|--|
| -Elect members -Review purpose of ELAC -Provide training and materials -Review most recent ELPAC and reclassification data -Review EL program and reclassification criteria | -Advise principal and staff/PAC on recommendations for LCAP -Review importance of regular school attendance | -Language Census review -Discuss and review progress monitoring for ELs | -Conduct a school needs assessment -Revisit recommendations for upcoming Academic Year's LCAP |

English Language Development Program Evaluation

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by MPS school leaders and EL Coordinators. This is in addition to feedback provided by teachers and parents. The first program evaluation is conducted in December (mid academic year), and the second evaluation conducted at the end of the academic year. The MPS EL Coordinator uses this feedback to make program improvements and address concerns and areas of need. The program evaluations take place during leadership meetings and ELAC meetings at the Home Office. Evaluation documents will be maintained in the ELAC's Google Drive.

ADDITIONAL SUPPORTS FOR ENGLISH LEARNERS

MSA-1 provides a **structured, multi-tiered system of support** to ensure EL students acquire English proficiency while accessing rigorous academic content.

TIER 1: UNIVERSAL SUPPORTS FOR ALL ELL STUDENTS

- **Structured English Immersion (SEI):** Daily Integrated and Designated ELD instruction aligned with California ELD Standards.
- **Integrated ELD Across Disciplines:** Teachers implement SDAIE strategies and the CHATS framework to support language development in all subjects.

- **Diagnostic and Assessments:** EL progress is monitored through NWEA MAP, CAASPP, ELPAC, and classroom-based assessments.
- **Course Offerings:** Newcomer ELD , ELD 6-8, Advanced ELD

TIER 2: TARGETED SUPPORTS FOR ELL STUDENTS

- **Small-Group & High-Dosage Interventions:** Power ELA classes, bilingual paraprofessional support, and specialized tutoring for ELs at Levels 1-3.
- **Newcomer & LTEL Interventions:**
 - **Newcomers :** Personalized support with Rosetta Stone, DuoLingo, and BrainPOP ESL.
 - **LTEls :** Power English courses focus on academic language, writing, and comprehension.
- **Course Offerings:**
 - **CCEIS 8 & CCEIS 9:** Targeted intervention for LTELs.
 - **MS Power English:** Additional support for EL 3s & 4s.

TIER 3: INTENSIVE SUPPORTS FOR ELL STUDENTS

- **Individualized ELD Instruction:** One-on-one interventions, SSPT case management, and customized ELD pathways.
- **Wraparound Support Services:** Counseling, SEL, and academic coaching via EL Coordinators, school psychologists, and external partners.

Through structured coursework, targeted interventions, and intensive support, MSA-1 ensures English Learners develop academic proficiency while excelling in all subjects.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-1 students receive an education that is appropriate for their individual learning capabilities. Their interests should be taken into consideration when assigned Gifted and Talented (“GATE”) activities. The program should be as individualized as possible. Gifted and Talented students require specialized learning experiences beyond the regular curriculum to ensure that they have opportunities to develop their abilities to the highest level.

Assessment Process

MPS now has a policy of testing full grade levels in an effort to reach our goal of identifying at least 8% of our population as Gifted and Talented. We assess all students in grades three, six and nine on the Otis-Lennon School Ability Test (“OLSAT”). Once students are screened on the OLSAT, selected students (reaching 120 or higher) are then be assessed by a School Psychologist using an IQ test. Currently, MPS is using the Ravens Matrices test to validate GATE eligibility. The psychologist is trained in factoring in confidence intervals and additional factors that impact student scoring. Therefore, the psychologist has the responsibility of signing off on the eligibility letter.

Teachers of gifted and talented students differentiate the core curriculum through various means, including flexible grouping, acceleration of content, independent learning, tiered instruction, interest centers, learning centers, questioning strategies and the use of enrichment resources. Curriculum and instruction essentially include depth, complexity, novelty and acceleration:

- Depth - Investigation into details that further understanding in any area of study. Concrete is guided toward the abstract. What is known, should be directed toward the unknown.
- Complexity - Problems, issues and prevailing themes are defined. Connections are made between various areas of study. The subject is looked at from a variety of perspectives and multiple solutions are sought.
- Novelty - Personal expression. Creativity and interpretation of knowledge is sought. Original investigations and experiments are pursued. New and unique ways of teaching, learning, and sharing understanding are utilized.
- Acceleration - Advanced resources and strategies are used to study a subject at a more sophisticated level.

Gifted and Talented Programs at MPS

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships. Our GATE program focuses on the top tiers of Bloom's Taxonomy. As defined, ***Creativity***- Allows students to design, assemble, construct formulate, author, investigate and produce new and original works. ***Evaluation***- Students learn to appraise, defend, critique and justify their position. ***Analyzing*** - Supports GATE students in organizing, examining and experimenting to draw connections among ideas.

MPS GATE Program (3-Core Focus Areas)

- *STEAM: Robotics and Engineering practices, Advanced Math, Science Olympiads, Ecology, Geology and Earth Sciences*
- *Humanities: Literature/ The Arts/Journalism/ Forensic Speech*
- *Social Awareness: College Mentorship/Cultural Bias/Social Justice*

At Magnolia Public Schools, we assess for GATE students, but strive for equity and inclusion in all practices. Therefore, all enrichment activities are open to all students. Our ten schools have the option of scheduling classes into the school day as electives or implementing the program after school. We recommend a 12-week rotation schedule for schools electing to schedule students into the GATE focus area programs as part of the after school program.

Implementation Strategies

Sample Rotation Schedule for GATE Program as After school offerings - The school teams should select one 12-week session from each category above).

(Assuming the school team selected *musicology, robotics, community service*)

| | Sept - Nov | Dec- Mar | Apr - June |
|---------|-------------------|-------------------|-------------------|
| Grade 6 | Robotics | Musicology | Community service |
| Grade 7 | Community service | Robotics | Musicology |
| Grade 8 | Musicology | Community service | Robotics |

The GATE Students for each grade would be programmed into the after school offerings with the remaining seats being available to schedule any interested students. The program is a year-long commitment for the students, with the teachers rotating duties based on their skills level and interests.

After-school during extracurricular activities:

- Steam: Robotics and Engineering practices/Ecology/Geology and Earth Sciences
 - MPS STEAM Activities
 - Mathematics and Science Clubs and Competitions
- Humanities: Literature/ The Arts/Journalism/ Forensic Speech
 - Visual and Performing Arts
 - Oratorical Contests
- Social Awareness: College Mentorship/Cultural Bias/Social Justice
 - College Mentorship/ School Visitations
 - Community Service

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 and Academic Pentathlon
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Gifted and talented instruction should focus on the following 3 levels of Bloom's taxonomy. Please note the descriptions and examples of higher-level processing instructional guidelines:

Level-4. Analyzing: Breaking materials or concepts into small parts, determining how one part relates to other parts or how the parts are related to overall structure or purpose.

Example: Why are Dolphins called mammals, identify why the machine is not working.

Level 5. Evaluating: Making a judgment based on criteria and standards through checking and critiquing.

Example: Making a judgment regarding an ethical dilemma, interpreting the significance of the given law of physics.

Level 6. Creating: Positioning elements together to form a rational or functioning whole; recognizing elements into a new pattern or structure through generating, planning or procedure. Example: Design a new solution to an 'Old' problem that acknowledges the previous failures, write an essay based on a given theme.

Accelerated Pathways

Students may participate in the following advanced educational opportunities:

- AP
- Honors
- Accelerated Math
- Clubs
- Online Course Options
- Dual enrollment at Community College

STUDENTS ACHIEVING BELOW GRADE LEVEL

MSA-1 identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the MTSS model of tiered interventions detailed above. As detailed throughout this petition, MSA-1 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 review 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 ASPs 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-1 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 the above mentioned programs are available to all 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, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act.

The Charter School is its own local educational agency ("LEA") and will continue membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

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

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

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

A 504 team 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 IDEA, a referral for assessment under the IDEA 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, assessment, grade, and observational data.

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 the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan 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 "IDEA"

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

The Charter School 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 IDEA. Charter School staff has the opportunity to participate and enroll 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 policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School 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 general 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 IDEA, 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 meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the general 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 not limited to, an appropriate administrator to comply with the requirements of IDEA,

resource specialist, related service providers (ex. speech/language, occupational therapy etc) depending on the assessments administered and IEP services.

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

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

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children 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 the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

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

Funding

The Charter School understands that it 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 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 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 student's IEP and the last school's 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 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 ELPAC examination is completed and the data is used to set goals.

STUDENTS IN OTHER STUDENT GROUPS: FOSTER AND HOMELESS YOUTH

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Support and Progress Team process ensure these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-1's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth

MSA-1 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-1 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-1, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth have 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-1 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.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Graduation Requirements: Foster and Mobile Youth¹³⁶ who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

Credit for Partial Completion of a Course: The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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 youth 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;

¹³⁶ Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth."

- 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 Dean of Students of MSA-1 serves as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).) The Dean of Students who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-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 youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students’ progress.

Enrollment

The Charter School will collaborate with students experiencing homelessness and their parent/guardian to ensure each student is placed in the most supportive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities available to all students, including interscholastic sports. All decisions regarding a student's education and placement will be based on the best interest of the child, considering educational stability and the opportunity to be educated in the most supportive educational setting necessary for academic progress.

MPS shall immediately admit/enroll the student for whom the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

MPS shall also immediately enroll a youth experiencing homelessness who seeks to enroll in the Charter School if the youth is otherwise eligible to attend and subject to the Charter School’s capacity and procedures stated in the MPS charter and Board policy. A youth experiencing homelessness who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The student shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or

records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A student experiencing homelessness may remain in their school of origin for the entire period they are experiencing homelessness. Students have the right to remain in their school of origin even after their status changes as follows:

1. For students in Kindergarten through eighth grade, they will be allowed to continue in the school of origin through the duration of the academic year in which their status changed.
2. For students enrolled in high school, they will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, it shall grant priority access to students experiencing homelessness. Notwithstanding any other law, if the student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder (ERH), Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an unaccompanied youth themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschool days, including, but not limited to, summer school. "Indian custodian" is as defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

High School Graduation Requirements

Students experiencing homelessness who transfer to MPS after completing their second year of high school will be exempt from any of the Charter School's graduation requirements that exceed the California minimum graduation requirements specified in Education Code section 51225.3, unless MPS determines that the student can reasonably complete the Charter School's requirements by the end of their fourth year of high school.

To determine whether a student experiencing homelessness is in their third or fourth year of high school, the Charter School may use the number of credits earned, the length of school enrollment, or the student's age compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption.

Within thirty (30) calendar days of a qualifying student's transfer to the Charter School, the school will notify the student, the student's Educational Rights Holder (ERH), and the Charter School Liaison of the exemption availability and qualification status.

The Charter School will consult with exempted students and their ERH, covering:

1. How waived requirements may affect the student's postsecondary education or vocational plans, including college admission prospects.
2. Other available options, such as a fifth year of high school, credit recovery, and transfer opportunities through California Community Colleges.
3. The student's academic data and any other relevant information to make an informed decision on accepting the exemption.

The Charter School will not require any student who is entitled to remain at the school to accept the exemption from additional graduation requirements or deny them enrollment in or the ability to complete eligible courses. The Charter School will not revoke an exemption and will grant an eligible student's request for the exemption at any time if the student qualifies, regardless of prior declination.

If a student experiencing homelessness was eligible for an exemption and either 1) was not properly notified of the exemption's availability, or 2) previously declined the exemption pursuant to this policy, the Charter School shall grant the exemption within thirty (30) days of the request, if requested by the student or the student's ERH, and if the student previously qualified for the exemption, even if the student is no longer experiencing homelessness.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school, even after the student no longer meets the definition of experiencing homelessness.

The Charter School shall not require or request that a student transfer schools to qualify for the exemption. Additionally, no student, parent/guardian, educational rights holder, social worker, or probation officer shall request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of their fourth year of high school and is otherwise entitled to remain at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

If the Charter School determines that a student can reasonably complete the additional graduation requirements by the end of a fifth year, the Charter School shall:

1. Consult with the student and the ERH regarding the option to remain at the Charter School for a fifth year to complete the additional graduation requirements.
2. Discuss with the student and the ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the graduation requirements upon agreement with the student, if 18 years or older, or with the ERH if the student is under 18.
5. Consult with the student and the ERH regarding the option to remain in the school of origin.

Through January 1, 2028, **if a student experiencing homelessness is found to be unable to complete the Charter School's additional graduation requirements but can reasonably complete the state**

coursework requirements specified in Education Code Section 51225.3 within a fifth year of high school, the Principal or designee shall exempt the student from the Charter School's graduation requirements. The student will then have the option to remain in school for a fifth year to complete the statewide coursework requirements. The Charter School will consult with the student and the Educational Rights Holder (ERH) regarding:

1. The option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocational plans, including college admission opportunities.
3. Any other available options, such as credit recovery and transfer opportunities through California Community Colleges.
4. The student's academic data and other relevant information to make an informed decision on whether to accept the exemption and remain in school for a fifth year to complete the statewide coursework requirements.

If a student experiencing homelessness is not eligible for an exemption during the year they transfer schools, because the Charter School determines they can complete the additional graduation requirements by the end of their fourth year, the Charter School shall:

1. Within the first 30 calendar days of the following academic year, reevaluate the student's eligibility.
2. Provide written notice to the student, the ERH, and, if applicable, the student's social worker or probation officer, indicating whether the student qualifies for an exemption upon reevaluation, based on their course completion status.
3. If the student is not reasonably able to complete the additional graduation requirements by the end of their fourth year, provide written notice to the student and the ERH of the following options: i. Receive an exemption from all additional coursework and requirements beyond the statewide coursework requirements specified in Section 51225.3, or ii. Upon agreement with the ERH, remain in school for a fifth year to complete the additional graduation requirements. The student (if not a minor) or the ERH shall have the sole discretion to accept the exemption, based on the student's best educational interests.

Additional Supports for Foster and Homeless Youth

At MSA-1, we are committed to supporting all students, including foster youth and students experiencing homelessness, through a comprehensive tiered system of support. MSA-1 follows McKinney-Vento Act guidelines, ensuring immediate enrollment, transportation, and meal access. A Foster Youth Liaison collaborates with agencies to provide stability and support, while credit recovery options help students stay on track for graduation. Through these multi-tiered supports, MSA-1 ensures that all students, especially those facing adversity, receive the resources they need to succeed.

Tier 1: Universal Supports

MSA-1 fosters a positive and inclusive learning environment through PBIS, ensuring clear academic and behavioral expectations. Family engagement is prioritized with workshops and resources tailored to families facing housing instability or foster care transitions. Expanded learning opportunities, including free before/after-school tutoring and enrichment programs, ensure equitable access to academic support.

Tier 2: Targeted Supports

Students needing additional help receive small-group instruction, targeted Power Math & ELA classes, and bilingual paraprofessional support. Saturday School & Intersessions provide structured learning beyond the school day. Home visits and individualized support plans strengthen connections with families and address unique needs.

Tier 3: Intensive Supports

For students requiring the highest level of intervention, SSPT teams create individualized plans, ensuring academic and behavioral support. One-on-one interventions, Check-In/Check-Out mentoring, and wraparound services from counselors and external agencies address both academic and socio-emotional barriers.

“A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-1, they would notice students on campus before school began, from about 8:00 a.m. to 8:25 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., 8:30 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 that reinforces 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 3:38p.m. and 4:22 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 1:11 p.m. to 6 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subparagraph subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code Section 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Goals, Actions, and Outcomes in the State Priorities.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Goals, Actions, and Outcomes in the State Priorities.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that MSA-1 is an academic success and is achieving all of our overarching goals.

The Chief Executive Officer (“CEO”), Chief Academic Officer (“CAO”) and other central office management staff, along with the Principal and school-site faculty are accountable for meeting MSA-1’s defined goals and objectives and achieving the school’s mission and vision. The Principal is responsible for meeting target goals, and held accountable by the CAO, who in turn is held accountable by the CEO. The CEO reports directly to the MPS Board of Directors, which monitors student academic achievement and other stated goals included in the LCAP and individual executive position performance goals. The Principal will be accountable for meeting applicable state accountability measures under the California State Dashboard, and any applicable federal accountability measures as may be developed.

The measures that are used to assess student progress include all state-mandated standardized tests such as the CAASPP, California Alternate Assessment (“CAA”) and ELPAC.

Starting in sixth grade, MSA-1 administers the Smarter Balanced Interim Assessment Blocks (“IABs”) approximately four times a year as a method of formative assessment, in both ELA and Math. The data

from IABS is utilized by classroom teachers to support teaching. The Smarter Balanced Interim Assessments 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.¹³⁷

Computer adaptive NWEA MAP testing is utilized to measure student progress three times a year, starting in 6th grade. 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), curriculum-based assessments, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide opportunities to review and re-teach content with which students may be struggling. McGraw Hill and HMH curricular resources, and IXL programs 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 specific content standards which have not been achieved.

| Assessment | Purpose/Performance Expectations | Grade | Timeline |
|---|--|------------------|--|
| Internally-Created Tests and Performance Tasks (projects, presentations, papers, experiments, etc.) | Measure standards mastery across all courses/subjects. | 6-12 | Daily and/or weekly |
| Publisher-Designed Assessments (online and paper) | Assess mastery of unit/lesson content. | 6-12 | End of unit/end of semester or year. |
| AP Exams | College readiness | 9-12 | In May |
| CAASPP/California Alternate Assessment | State Criterion-Based Assessment in ELA and Math | 6-8, 11 | In May |
| California Science Test | State Criterion-Based Assessment in Science | 8, once in 10-12 | In May |
| NWEA MAP | National Normed-Referenced assessments in ELA and Math | 6-11 | September, December (optional), and June |
| PSAT/SAT/ACT | College readiness | 7-12 | October, November, or December |
| ELPAC | Measure language acquisition | 6-12 | Initial: within 30 days of enrollment Annual: February to May |

¹³⁷ California Department of Education. CAASPP and ELPAC Interim Assessments. Accessed July 18, 2024 from <http://www.caaspp.org/ta-resources/interim.html>.

| | | | |
|-----------------------------------|---|---------|---------------------|
| CAASPP /Interim Assessment Blocks | To support teaching and learning throughout the year | 6-8, 11 | Throughout the year |
| Physical Fitness Tests (PFT) | To assist students in establishing lifetime habits of regular physical activity | 7, 9 | February to May |

DATA ANALYSIS AND REPORTING

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

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-1 has computers on campus available for parent use.

INFINITE CAMPUS: MSA-1'S SCHOOL INFORMATION SYSTEM

MSA-1 uses Infinite Campus (or will use an equivalent) for our internal school information system. Aside from providing a very effective online communication tool for teachers, students, and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-1 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. Infinite Campus is a great asset to MPS such that:

- Infinite Campus (or equivalent) empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-1 at any time in any aspect, including past data.
- This custom-made system is highly adjustable according to school site and Home Office needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using Infinite Campus (or equivalent).

Infinite Campus currently is used as the student information system and communication platform used across Magnolia Public Schools, including:

- Mobile Apps: Campus Parent & Campus Student
- Parent & Student Portal
- Ad Hoc Reporting

- Schedule Wizard
- Gradebook
- Response to Intervention/MTSS
- State Reporting

Supported with Tableau, CustomTech Data Visualization allows us to gain insight into all levels of the data. Interactive Data Visualizations are fully integrated into the Infinite Campus interface and are easily shared with staff.

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-1 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-1 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 AND HIGH SCHOOL GRADE PROMOTION

In middle and 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 student must have a 2.0 GPA and passing grades in all core courses by the end of the school year or by the end of the summer 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.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention

for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

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.” (Education Code Section 47605(c)(5)(D).)

GOVERNANCE STRUCTURE**NONPROFIT PUBLIC BENEFIT CORPORATION**

Magnolia Science Academy (MSA-1) 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, in accordance with California law. The MPS Board of Directors holds ultimate oversight responsibility for MSA-1. However, the Board delegates the authority for day-to-day school operations, including staff hiring, school management, and ensuring adherence to charter policies, to the CEO and Superintendent of MPS and the designated school leadership team. MPS shall comply with the Brown Act and the California Public Records Act. Copies the MPS Articles of Incorporation, Bylaws, and Conflict of Interest Code can be found on our website: magnoliapublicschools.org. All MPS Board of Director members shall serve in a volunteer capacity and shall not be compensated for their services. The MPS CEO shall serve as the President of the corporation, by employment contract. The roles and duties of the officers are as established in the Bylaws and in any resolution adopted by the Board of Directors.

MPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. MPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, including CPRA, the PRA, the Brown, and Section 1090. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. MPS shall not have any employees on its Board of Directors.

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:

MAGNOLIA PUBLIC SCHOOLS ORGANIZATIONAL CHART



Board of Directors

The MPS Board of Directors (the “Board”) is responsible for overseeing Magnolia Science Academy’s operation and governance. The Board is responsible for hiring and supervising the Chief Executive Officer and Superintendent (“CEO”).

Magnolia Public Schools Home Office

The Magnolia Public Schools Home Office (“Home Office”) executes the decisions and policies set by the MPS Board of Directors and provides general management services to the organization. Through the Home Office, MPS establishes its educational mission across all MPS schools. The Home Office offers a range of services that support schools, ensuring compliance and accountability in meeting charter goals. It also promotes shared and promising practices in curriculum, instruction, and assessment, professional development and growth, and implements systems and processes to monitor academic accountability, operational efficiency, and financial sustainability.

By managing the business operations of schools, the Home Office alleviates programmatic and operational burdens on school administrations, allowing them to focus on student outcomes while benefiting from cost-effective services. Key services provided by the Home Office include, but are not limited to:

- Academics:
 - Academic standards, assessment, compliance, and evaluation
 - Curriculum and Instruction
 - Professional development and coaching
 - Special education support
 - English learner support
 - Gifted and Talented (GATE) and special programs support
 - Science and blended learning advisory
 - College and Career Readiness Programs
- Operations:
 - Governance support
 - Finance and accounting
 - Purchasing and contract compliance
 - Policy and procedures management
 - Legal support
 - Facilities management
 - 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
 - Development and fundraising
 - Communications
 - Grants Development and Fundraising
 - Identification of funding opportunities
 - Grant writing and proposal development

- Fundraising campaigns and donor engagement
 - Compliance with grant reporting requirements
- Community Schools and Programs:
 - Integrated student support services
 - Partnerships with local organizations and community resources
 - Expanded and enriched learning time through after-school and summer programs
 - Family and community engagement initiatives
 - Health, wellness, and social services programs
 - Collaborative leadership and shared decision-making practices
- Accountability:
 - Monitoring and evaluating school performance against charter goals and LCAP management
 - Data collection and analysis to track academic outcomes and student progress
 - Implementation of continuous improvement processes
 - Reporting on academic accountability and compliance with state and federal requirements
 - Support for schools in meeting accountability metrics, including state assessments and internal benchmarks

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 day-to-day business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Principals, who, in collaboration with the CEO and the People & Culture Department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school site. 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.

Deputy Superintendent

The Deputy Superintendent at Magnolia Public Schools (MPS) plays a critical role in overseeing the operational, financial, and strategic initiatives of the MPS network. Reporting directly to the Chief Executive Officer (CEO), the Deputy Superintendent is responsible for ensuring the efficiency and effectiveness of non-instructional operations, including finance, facilities, and business operations, while aligning these functions with the academic and organizational goals of the network. The Deputy Superintendent leads efforts to enhance operational excellence and sustainability across all MPS schools, providing strategic guidance in the areas of long-term financial planning, resource allocation, facilities management, and organizational growth. The role also involves close collaboration with the Chief Academic Officer (CAO), Chief Operating Officer (COO), and other senior leadership team members to ensure that schools have the necessary resources and support to achieve high academic performance and operational efficiency.

Chief Schools Officer (“CSO”)

The Chief Schools Officer (CSO) at Magnolia Public Schools (MPS) is responsible for overseeing the academic and operational performance of all schools within the MPS network. The CSO ensures that schools meet educational and organizational goals, achieve high academic outcomes, and maintain alignment with MPS’s mission to provide a college preparatory educational program with a focus on

STEAM. The CSO leads school leaders, including principals and regional directors, providing strategic direction, leadership development, and support in curriculum implementation, professional development, and instructional practices. Additionally, the CSO collaborates with other executive leadership to establish and monitor systems that ensure compliance, data-driven decision-making, and continuous improvement across all MPS schools.

Chief Academic Officer (“CAO”)

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

Chief Operations Officer (“COO”)

The COO leads all internal operations and, working in partnership with the Magnolia Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implements new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals across MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization’s Regional Directors and Principals. The COO 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. Finally, the COO directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer (“CFO”)

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

Chief Accountability Officer

The Chief Accountability Officer is responsible for overseeing all data and accountability functions, ensuring compliance to local, state, and federal policies and guidelines, including supervision of school site Office Managers in their CALPADS and data reporting, and maintaining SIS and data systems with data visualization and analysis tools ensuring that the organization and staff use consistent, rigorous evaluation tools to increase the efficacy of Magnolia programs.

Chief Impact Officer (“CIO”)

The CIO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs for MPS initiatives that support student achievement. The CIO is continually required to coordinate, analyze and evaluate complex

ideas and situations and communicate these items in easy-to-understand language. The CIO is responsible for effective communications (interpersonal, intercultural and public speaking), fundraising, community schools program, negotiations and advising school sites and Home Office staff.

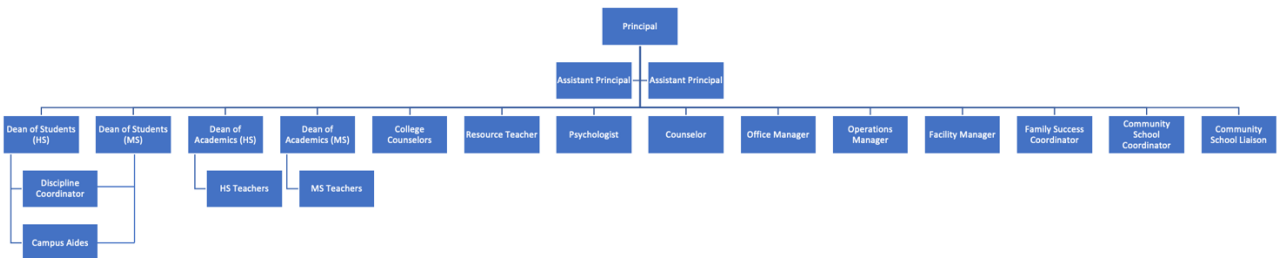
Chief People Officer (“CPO”)

The Chief People Officer sets a vision and strategy for all people, talent, culture and equity work across MPS by including and holding people, students and their families and communities at the center of the work. The CPO builds a lasting culture of equity, inclusion and belonging by operating in authentic partnership and relationship with the C-team (Senior Leadership team), School Leaders, the Human Resources Department (HR) and all of MPS educational partners. Additionally, the CPO directs and manages the various core business, financial, process, and systems functions of MPS’ centralized People & Culture Department. The CPO champions and leads the work to develop, support and recognize every MPS staff member, ensuring equitable opportunity for professional growth. Reporting to the CEO and Superintendent, the CPO leads, supports and develops the members of the People & Culture Department.

General Counsel and Director of Facilities

The General Counsel provides effective leadership to ensure MPS’ sustainability and growth, and advises CEO and Board on those areas, including facilities and risk management. The General Counsel and Director of Facilities is responsible for working with architects, developers and consultants on the acquisition, design and construction of new facilities; planning, budgeting and project managing capital and tenant improvements; negotiating and managing leases; and managing relationships with landlords.

CURRENT ORGANIZATIONAL CHART OF MSA-1



MSA-1 is not independent from the rest of the MPS charter schools and Home Office. The Charter School personnel report to their Charter School principal who, in turn, reports to the Chief Operations Officer. The Chief Operations Officer ensures that the Charter School receives effective operational, academic, and financial support from the Home Office staff on a shared basis with the rest of the MPS charter schools.

While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-1:

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 and Chief Schools Officer on school operations and

management. As part of the authorizing body relationship, the Principal also reports to the County as required.

Assistant Principal

The Assistant Principal at the Charter School supports the principal in the day-to-day operations and management of the school. They often take on various responsibilities such as student discipline, teacher evaluations, and curriculum development. The assistant principal may also step in for the principal when needed and play a crucial role in maintaining a positive and productive educational environment.

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.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

In accordance with the MPS Bylaws, the Board shall include between three (3) and eleven (11) directors. The current Board consists of five dedicated individuals, plus a student representative. 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 | Mr. | Mekan | Muhammedov | 4/24/2020 | 4/23/2025 |
| 2 | Ms. | Sandra | Covarrubias | 8/10/2022 | 8/9/2027 (former parent) |
| 3 | Dr. | Umit | Yapanel | 10/12/2022 | 10/11/2027 |
| 4 | Mrs. | Diane | Gonzalez | 12/10/2019 | 12/9/2024 |
| 5 | Dr. | Salih | Dikbas | 12/10/2019 | 12/9/2024 |
| 6 | Mr. | Naim | Bayraktar | 7/12/2024 | 6/30/2025 (student) |

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 Education Code Section 47604(c), 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.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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 and Education Code Section 47604.1(c). 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.

To ensure public participation for Los Angeles County stakeholders, MPS provides video and/or phone conferencing access at its school sites within Los Angeles County. 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 within MPS's jurisdiction;
- 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 conflict of interest policy that complies with the Political Reform Act, Government Code Section 1090, as set forth in Education Code Section 47604.1, and the Corporations Code. 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, ethics, Conflicts of Interest and the Brown Act.

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

- Exercises fiduciary role to ensure that the charter school is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of board membership;
- Assures effective participation of all 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 action 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 if performing delegated functions, or non-directors if the committee does not perform delegated functions, 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. Any such committee shall have delegated authority of the Board, to the extent provided in the Board's formal authorization, 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;
- 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; or
- Any other action that by law requires full board action.

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.

EDUCATIONAL PARTNER INVOLVEMENT

All educational partners within the school community play a vital role in advancing the vision and mission of MSA-1 and its programs. MPS is committed to ensuring that all educational partners—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-1. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies, 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 educational partners at the school site impact decision-making:

PARENT ADVISORY COMMITTEE (“PAC”)

The Parent Advisory Committee is a body that works with the Principal to develop, review, and evaluate programs at the school site. The PAC consists of:

- The Principal
- 2 teacher representatives selected by teachers at the Charter School
- 1 other school personnel selected by peers at the Charter School
- 8 parents of students attending the Charter School selected by such parents
- 1 community member selected by parents
- 2 students (grades 6-12) selected by students attending the Charter School

The PAC meets at least eight times a year and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, e.g., review and comment on the LCAP and related expenditures, including the Title Budget and Title-funded expenditures, in accordance with all state and federal laws and regulations. The PAC obtains recommendations for, and review of the LCAP (serving as the Single Plan for Student Achievement), recommends it to the Board for implementation, and evaluates its effectiveness annually.

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

The Principal is responsible for communicating the PAC’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

State law mandates that each public school with sites with 21 or more students who are English Learners in attendance, regardless of language, form a functioning English Learner Advisory Committee (“ELAC”). The ELAC will be formed at MSA-1 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-1, with a mission to contribute by building a rich, supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-1. All parents or guardians of students currently enrolled in MSA-1 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-1. 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 Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, contribute to the MPS newsletter and participate in various other opportunities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

STUDENT-TEACHER-PARENT PORTAL

As noted above, MPS currently uses Infinite Campus, an online web portal, to enable parents, students, and teachers to communicate more efficiently at each of our schools. Teachers maintain a webpage for every class, where they post course materials, homework assignments, projects, grade statistics, and records of students' performance on quizzes, tests, class participation, and homework assignments. Students and parents access these resources using confidential passwords.

In addition to Infinite Campus, MPS utilizes ParentSquare, a two-way communication tool that fosters real-time communication between families, teachers, and staff. ParentSquare enables parents to receive school updates, announcements, and communicate directly with teachers and school administration through messages, posts, and alerts. The tool is accessible via mobile app, email, or text, providing flexibility for families to stay connected.

MPS also provides access to Teacher Websites, which serve as a hub for digital instructional materials, including online software and programs that support learning. These websites improve collaboration and communication between teachers, students, and parents by centralizing resources such as assignments, learning platforms, and instructional tools.

For families without home computers, MPS encourages them to come to campus and use one of the available computer stations. Additionally, classes will be held at MSA-1 on how to navigate and use both the portal and Teacher Websites, as well as how to access them via computers, smartphones, and free Internet access at public libraries.

The Charter School will use its website to support educational partner involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF (Parent-Teacher-Friends) meetings, ParentSquare, and our yearly educational partner surveys. Parents are also given the opportunity to be part of the LCAP process during Parent Advisory Committee meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY MSA-1

MSA-1 will ensure each teacher holds the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. If a teacher does not hold the appropriate certificates, MSA-1 will request an emergency permit or waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers assigned to provide ELD and instruction in subject matter courses for ELs will have the appropriate authorizations.

MSA-1 shall adhere to all requirements of ESEA, as reauthorized and amended by ESSA that are applicable to teachers and paraprofessional employees in charter schools. MSA-1 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(I). MSA-1 shall maintain current copies of all teacher credentials and make them readily available for inspection.

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.

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 will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- 5+ years as a teacher (preferred)
- 2+ years in a school administrative position
- Clear CA Teaching Credential (preferred)
- Clear admin credential (preferred)

Responsibilities and Duties:*Student Performance*

- Set and enforce rigorous standards for student achievement that are in line with the goals of Magnolia Public Schools.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by Magnolia Public Schools and measured by the state of California accountability requirements.
- Report to the chartering agency when required.

Organizational Leadership

- Develop organizational goals and objectives consistent with the vision, mission and values of Magnolia Public Schools.
- Maintain active involvement in the school improvement planning process by providing resources for decision-making and priority setting.
- Lead teachers and department heads in developing a healthy school culture aligned with the vision, mission and values of the school and the region.
- Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
- Oversee all programs, services, and activities to ensure that program objectives are met.
- Ensure compliance with all local, state and federal funding sources.
- Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.
- Ensure the safety and security of all students, staff, visitors, and public and property.
- Ensure an orderly learning environment.
- Ensure appropriate standards of student behavior, performance, and attendance.
- Ensure that all disciplinary issues are addressed fairly and immediately.
- Manages and organizes all necessary meetings with staff, parents, and students.
- 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.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Communicate with the chartering agency and attend necessary meetings.

Instructional Leadership

- Direct and manage instructional extracurricular and intramural programs.
- Manage, evaluate and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure use of effective, research-based teaching methodologies and practices.
- Implement data-driven instructional practices and lead discussions about student performance.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.

- Keep abreast of successful instructional methodologies and practices.
- Provide high quality curricular training and resources to staff.
- Ensure consistencies in instruction and practice amongst team of teachers.
- Foster culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximizes student learning.
- Monitor progress of all students.
- Supervise and mentor all teachers.

Operational Leadership

- Implement the budget development process with the assistance of the Magnolia Public Schools CEO, COO, and CFO that meets targeted requirements.
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Oversee management of school records and resources as necessary.
- Ensure compliance of local, state, and federal laws and regulations.
- Comply with local, state and federal laws and regulations affecting the Charter School.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook.
- Conduct conferences about student and school issues with parents, students, and teachers.

Personnel

- Hire, supervise, and evaluate the faculty and Charter School site staff.
- Continually monitor progress on all measures of school and staff performance.
- Administer Magnolia Public Schools approved personnel policies and procedures.
- Ensure legal hiring and termination procedures in collaboration with the District's Human Resources staff.
- Oversee any and all disciplinary actions.
- Provide for adequate supervision, training, and evaluation of all staff and volunteers.
- Communicate the vision that supports the school's goals and values.
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.

Community Relations

- Serve as liaison between teachers, parents, and the community.
- Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the Magnolia Public Schools and Community and a dedicated role model for other employees.

ASSISTANT PRINCIPAL

The Assistant Principal, reporting to the school site Principal, leads teacher coaching, professional development and evaluation, curricula development and implementation, monitors student

achievement data, oversees student supervision during non-instructional time, including before- and after-school, leads student discipline and restorative justice practices and manage support services, and supports the Principal with operational functions including fiscal and facilities management.

Skills and Qualifications:

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

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 in school manual and school website.
- Coordinate teacher and student involvement of after school program.
- Responsible for developing and changing of daily class schedule.
- Coordinate all academic activities with the department chairs.
- Oversee all instructional field trip planning.
- Coordinate failing letters and summer school/preparation.
- Bring academic and event calendar to weekly administrative meetings.

Student Performance

- Conference with students/parents on academic issues.
- Responsible for scheduling and coordination of the tutorial program and instructional after-school/Saturday school activities.
- Assess grade reports and mid-quarter reports before they go home to families.
- Prepare standardized testing schedules and inventory for standardized testing in a combined effort with the administrative assistant.
- Oversee homework, class work, projects, tests, for teachers in School Information system (SIS).
- Report weekly at administration meeting any teachers who are not using School Information system (SIS) properly.
- Review student progress at the end of each quarter and notify parents of students on academic probation.

- Maintain list of high honor/honor students.

School Improvement

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

Personnel Management

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

Staff Development

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

Student Management

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

Supervision

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

Discipline

- Oversee discipline issues for teachers in School Information system (SIS).
- Coordinate and chair the Charter School's Restorative Justice Committee.

Support Services

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

Enrollment Efforts

- Work with PACE coordinator to coordinate enrollment events/activities.
- Coordinate with CIO enrollment related tasks.
- Work with front office to process the new applications.

Parent Outreach

- Schedule zoom meetings/in-person meetings for parental engagement.
- Form a group of parents for WASC and renewal.
- Actively seek feedback from parents.
- Recruit new students by reaching out to existing families.

Communication

- Establish 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.

Other

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

DEAN OF ACADEMICS

Skills and Qualifications for the Dean of Academics:

- 3+ years as a teacher
- 2+ years in a school administrative position (preferred)
- Clear CA Teaching Credential (preferred)
- Clear admin credential (preferred)

Other:

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

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 in school manual and school website
- Coordinate teacher and student involvement of after school program
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all instructional field trip planning

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

Student Performance

- 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 School Information system (SIS)
- Report weekly at administration meeting any teachers who are not using School Information system (SIS) 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

Communication

- Establish 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

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:

- Assist and oversee the development and improvement of curriculum, lesson plans, and instruction in the classroom.
- In collaboration with the Admin team, conducts teacher orientation, in-service training and other professional development throughout the year.
- Coordinate teacher and student involvement in after-school academic enrichment, Saturday school and other academic enrichment opportunities. Create student and teacher schedules and assist in coordinating logistics for the programs.
- Conduct formal and informal teacher observations utilizing the appropriate MPS evaluation tools.
- Conference with teachers on academic/behavioral issues in the classroom.
- Attends and participates in weekly administration meetings.
- Oversee student attendance records and assist with truancy issues.
- Lead in safety drill practices and inspections and include updates and revise school safety plan with local law enforcement collaboration for approval by MPS executive board
- Oversee student service programs in the areas of gifted and talented, child welfare and attendance, discipline procedures, school safety, assure compliance of laws, education codes, and regulations, and Title IX matters.
- Assist students develop positive behavior through a student discipline management system in a process aligned with restorative justice practices.
- Hold conferences with parents/guardians related to student and school matters.
- In collaboration with the administrative team, create an academic success plan for struggling students. Remains current in MPS policies regarding academic and behavior probation for students and applies the policies appropriately.
- Collaborate with the special education team to develop and sustain intervention strategies for students with IEPs and 504 Plans, especially in matters of disciplinary actions that result in a suspension or expulsion.
- Supervise at transition periods, break, lunch, before school and after school.
- Assist in coordination and preparing mandated reports for charter authorizing agencies and their visits to school sites. (Charter School Division, WASC, Public School Choice, etc.)
- Follow through with communication to all stakeholders especially when involving safety, behavior, and attendance.
- Communicate directly with the school principal regarding all major incidents that may result in suspension/expulsion.
- Any other duties as assigned by the principal and MPS.

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
- Valid Teaching credential, certificate, permit or other documentation required by Education Code Section 47605(l); TK teachers shall comply with qualification requirements as set forth in Education Code Section 48000
- 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 lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter policies 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

- Incorporate the principles and ideas of the Portrait of a Graduate and Magnolia Public Schools Schoolwide Learner Outcomes (SLOs) in lessons to support student growth.
- 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, and support mission of the Charter School

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

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
- California Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment
- 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 general education 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, and support the mission of the Charter School
- 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:

- Bachelor's Degree from an accredited institution
- Knowledge of college application and admissions best practices
- Ability to manage multiple workflows
- Ability to communicate with students, parents, and colleagues in a professional manner
- Ability to meet strict deadlines involving multiple educational partners
- Proficiency in Google docs, Microsoft Windows, Microsoft Word, Excel, Access, and PowerPoint

Preferred

- Bilingual in English and Spanish
- PPS Credential
- Master's or other advanced degree in counseling or advising

Responsibilities and Duties:

Parents and Students

- Provide strategies, advice, support and guidance to those students and their families from the application process throughout their time here to making the best individualized choice for college.
- Meet with students individually and in groups to educate and empower them on how to navigate the college process, admissions trends, and individual college options.
- Counsel and assist students to identify resources for scholarships and financial aid for colleges and universities.
- Conduct course selection group sessions for students and parents.
- Produce regular communications targeting juniors and seniors throughout the school year
- Assess all submissions from students/parents who have completed approved on-site or on-line courses for high school credit.
- Provide group guidance activities such as PSAT interpretations, college selection and admissions information, etc.
- Generate a school wide college preparation/awareness plan.
- Write school recommendations for members of the senior class (detailed letters of support).

College Guidance

- Organize financial aid workshops, individual meetings, and respond to data regarding FAFSA/CADAA application rates.
- Provide student and parent updates throughout the year on college applications and scholarship information and deadlines.
- Create and submit materials to colleges in support of college applicants, including transcripts and references/recommendations. May include coordinating the faculty writing of requested recommendations for students applying to college.
- Cultivate mutually beneficial working relationships with college admissions professionals and local area college counseling colleagues. Facilitate visits between students and college representatives on campus. Arrange and direct visits to relevant colleges and college fairs.
- Visit college campuses to stay abreast of university offerings and become familiar with the nuances of signature programs.
- Track trends in admissions and college counseling fields.
- Manage the Dual Enrollment program. Be the liaison between higher education dual enrollment partners.
- Invite college admissions officers to visit the school and meet with students.
- Work with the Test Prep Coordinator to provide information about testing options and preparatory classes.

Other

- Keep office area neat, tidy, and professional at all times.
- Review files and records to answer general requests for information.
- Attend student, parent, faculty, and administrative meetings as needed.
- Other job related duties and schedules assigned by supervisor

IT MANAGER

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 preferred

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
- Other duties assigned by supervisor as needed

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:

- Pupil Personnel Services Credential authorizing service as a school psychologist
- Master's degree in Counseling or a related field (preferred)
- Qualifying experience with learning disabilities, behavioral problems, and social/emotional disorders
- Proficiency in Google docs, Microsoft Windows, Microsoft Word, Excel, Access, and PowerPoint

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 Program.
- Serves 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.
- Other duties as needed

CAMPUS AIDE

The campus aide assists in maintaining standards of student discipline and ensures the observance of rules and procedures by students and others on school campus at the direction of the school administrator.

Skills and Qualifications:

- Valid First Aid/CPR/AED certification, American Red Cross (preferred)
- High School Diploma
- Basic methods of individual and group supervision
- Basic interest, attitudes, behaviors, and emotional development of adolescents
- Strong commitment to the mission and vision of the school
- Must possess organization, communication, and problem solving skills
- Strong administrative and organizational skills
- High level of communication skills, both written and oral
- Strong initiative and ability to solve problems
- Ability to demonstrate skills in the development of academic activities
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Bilingual (oral and written) Spanish/English
- Ability to stand, walk, and bend for many hours

Special Education Aide's Responsibilities and Duties:*Instructional Support*

- Cleaning office and hallway space
- Updating, inventorying, and reparation of classroom Chromebooks and computers
- Updating paperwork and other documents (referrals, school emergency folders, student enrollment, etc.)
- Managing files
- Performing other general office clerk duties and errands (such as sorting and distributing mail and deliveries, etc.)
- Assist with student's recovery program (students check in 2x per week to complete work and receive assistance)
- Active supervision of students during nutrition, lunch, and transitions
- Ensure the safety of all students
- Observe students during passing periods between classes; assure timely return of students to class
- Greet parents in the mornings and maintain security of front gate and sidewalk area
- Light office work (e.g. distributing late slips, making photocopies)
- Clerical work to support classroom teachers
- Serve as a positive representative for our school during interactions with parents, students, teachers and school staff
- Consistent attendance and punctuality
- Supervise after school detention if needed
- Establish good relations with individual students and groups communicate orally with staff, parents and students, react quickly and appropriately in emergencies
- Operate two-way radio equipment; work effectively with Personnel, students, parents, the public and others
- Other job related duties and schedules assigned by supervisor

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 applicable Title I paraprofessional requirements¹³⁸ as defined by the ESSA:

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

¹³⁸ <http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

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.

DISCIPLINE COORDINATOR

The primary role and purpose of a Discipline Coordinator is to provide behavior management support and strategies to teachers and staff so students can receive appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. They will assist the Dean of Students in implementation of MTSS (Multi-Tiered Systems of Support), PBIS, and research-based best practices for behavior and academic improvements within the classroom and school environment at MPS School. The Discipline Coordinators will also support the Dean of Students to help students develop the social-emotional, academic and coping skills necessary to be productive members of society.

Qualifications

- Bachelor's degree in an educational-related field required
- Master's degree preferred
- 3 years of supervisory experience in related field preferred
- US Work Authorization

General Functions

- Coordinate student discipline procedures and efforts to ensure the safety, behavior and academic goals are attained at MPS SCHOOL.
- Daily duties include monitor daily functions to a successful academic day; which includes drop-off and pick-up, lunch, passing periods, end of day logistics, after school program and Saturday reflection days.
- Ensuring full compliance with MPS SCHOOL's Student Code of Conduct based on the Parent-Student Handbook.
- Ensure the attendance policy is implemented, communicated, and followed daily.
- Design classroom management, and PBIS activities by using data from student learning style assessments, and referral data.
- Ensure the accuracy of data necessary for reasoned analysis and effective planning.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs within the reflection room.

- Employ technology practices to strengthen the data tracking for PBIS data in order for growth and development for students who are in need of specific guidance.
- Coordinate and manage extracurricular duties as assigned
- Sponsor, supervise, and plan outside activities approved by the charter principal
- Serve as an example for students, support mission of Magnolia Science Academy.
- Prepare reflection room to enhance learning and to aid in physical, social and emotional development of students.
- Reinforce, recognize, and implement strategies for positive student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Establish communication rapport with parents, students, principals and teachers through conferences and meetings.
- 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 with LACOE, MPS, and LAUSD.
- Keep up to date on and abide by state and charter regulations and policies for Magnolia Science Academy.
- Be active in faculty & staff meetings and assist in staff committees as necessary.

Specific Functions

- Coordinate and resolve student problems in conjunction with classroom instructors, administrators, support staff and main office; provide students with the guidance and encouragement necessary to support their academic and behavior goals.
- Meet with students with attendance problems and advise them on make-up time and attendance improvement
- Assist students in solving problems that interfere with training; conduct classroom interventions and mediate when appropriate.
- Process communications regarding student progress from counselors, parole and probation officers, and other agency (e.g., Department of Welfare) representatives.
- Monitor entire school environment to ensure appropriate student behavior.
- Manages all aspects of student discipline database operations while routinely extracting data and designing/providing reports.
- Manages student discipline calendar, facilitate and organize positive behavior intervention strategies and events which include fun Fridays, assemblies, field trips.
- Prepares and maintains student files, while communicating with each student on the status of their behavior support plans or incidences.
- Investigate and follow-up with all stakeholders for specific incidences.
- Designs systems and procedures to ensure efficient processing of student discipline complaints and accuracy of data.
- Work with other employees and the progress of each complaint to ensure each complaint is brought to closure in a timely matter.

- Develop and conduct restorative meetings and support groups, along with leading behavior reflection to improve positive behavior.
- Serves as communication liaison between the admin, teachers, main office, support staff, sped and SEL team.
- Takes notes during student discipline hearings and Rapid Response Team Meetings.
- Represents Dean of Students at appropriate student discipline meetings and presentations.
- Participate in stakeholder meetings-
- Other duties as assigned.

FACILITY MANAGER

The primary role and purpose of a Facility Manager is to be responsible for all aspects of the School's facilities management and premises staff to ensure the cleanliness, safety, and security of the school buildings and grounds at all times.

Job Duties

Staff Supervision:

- To draw up maintenance schedules and set routine programs of work for cleaning staff, premises and
- grounds maintenance staff to ensure consistently high standards of hygiene, cleanliness, upkeep, and safety
- of all school buildings and premises.
- Supervise custodians (one full-time, one part-time) and external contractors
- Communicate with school administration regarding work requests, projects, complaints, and other
- issues related to custodial activities.
- Supervise and evaluate the performance of assigned staff; interview and participate in selecting
- employees; train, counsel, discipline, and terminate personnel according to established policies
- and procedures.
- Plan, organize, schedule, and oversee custodial and grounds operations and activities; assure
- compliance with rules and regulations related to assigned activities.

Campus Supervision (Buildings and Grounds)

- The facility manager, in cooperation with all occupants of the building, is responsible for the care,
- management, and protection of assigned real property and is required to safeguard the property from
- damage or loss.
- Review utility consumption and strive to minimize costs
- Advising businesses on measures to improve the efficiency and cost-effectiveness of the facility
- Plan and coordinate all installations (telecommunications, heat, electricity, etc.)
- Overseeing any renovations, refurbishments and building projects

Maintenance – Building Maintenance

- Remain on-call for emergencies as assigned.
- Supervise and assist in the maintenance and upkeep of equipment, including changing oil, checking fluid levels, greasing equipment, and sharpening blades. Estimate time, material and equipment needed to perform work; requisition supplies and materials
- Perform minor repairs in building and on grounds as needed, such as repairing chairs, repairing desks, installing light bulbs, light plumbing repairs, clean main entryway glass, spot clean as needed.
- Coordinate outside contractors that are working in the building and report discrepancies to the facilities department.
- Ensure proper surveillance and customer complaint procedures are adhered to by the requirements in the contracts for refuse collection, grounds maintenance, and custodial services. Completing in-house system repairs when possible.
- Maintain aggressive energy and water conservation program.
- Ensuring that basic facilities are well-maintained and conducting a proactive maintenance
- Drafting maintenance reports
- Inspect buildings' structures to determine the need for repairs or renovations

Maintenance – Ground Maintenance

- Oversee landscaping activities performed by staff, including tree pruning, tree cutting, planting, fertilizing, weed-eating and mowing; ensure proper usage of fertilizers, pesticides, herbicides, and related chemicals; perform landscape design and installation functions.
- Clean cafeteria after lunch is over by removing all trash and food that was left in the cafeteria, wiping down tables and chairs, removing all trash from cafeteria and kitchen, keeping the trash cans emptied, and the trash.
- Perform quality control checks by checking classrooms, restrooms, hallways, and offices to make sure that trash is taken out, and sinks are clean, carpet is vacuumed properly, restrooms are cleaned and disinfected completely, and deodorized.

Supervise Campus Activities

- Assist with various activities, including moving furniture, setting up facilities for special events, and other activities as needed.
- Coordinate the maintenance and set up of athletic fields, including any sporting events supported by the college
- Establish rules for opening and closing the building during regular duty hours and ensure all occupants comply with the rules. These rules, including after-hours admittance and security measures, will be posted inside the building by the facility manger
- Dealing with emergencies as they arise
- Control activities like parking space allocation, waste disposal, building security, etc.

Inspections, Regulations, Reports, and Planning

- Conduct physical inventory of custodial and grounds equipment and supplies; order and

distribute supplies; research new products.

- Maintain fire-safe conditions inside and outside the facility. All facility managers are required to have a working knowledge of local Fire Prevention and Protection requirements.
- Ensuring that facilities meet compliance standards and government regulations
- Planning for the future by forecasting the facility's upcoming needs and requirements
- Perform analysis and forecasting

Equipment and Supplies

- Manage the upkeep of equipment and supplies to meet health and safety standards

Supervising Vendors

- Scheduling outside vendors, when necessary, to meet on site, review system failures, request estimates, authorize and oversee repairs
- Serve as the central point of contact for building occupants requesting Civil Engineer services.

Others

- Perform related duties and responsibilities as assigned.
- Participate in the maintenance and repair of irrigation systems, including pumps and well pumps; repair controllers, valves, and all electrical equipment; troubleshoot and repair clocks.
- Perform other duties as assigned by building or facilities department administration.

FAMILY SUCCESS COORDINATOR

This role focuses on supporting the success of students as part of the family unit joining the Magnolia community. The Family Success Coordinator will play a crucial role in ensuring the successful integration of families into our school community and facilitating ongoing communication between staff and families as partners in the success of the child. They will oversee various aspects of the enrollment process, organize events grounded in the outcome of increasing family/ student satisfaction and sense of belonging to increase retention and impact recruitment, and provide support to ensure a positive experience for families throughout the school year. This role will report directly to the school site Principal.

Qualifications

- Bachelor's degree in Education, Communication, Social Work, or related field (preferred).
- Experience in education, family support services, or community outreach.
- Strong organizational and planning skills.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with diverse educational partners.
- Familiarity with survey administration and data management.
- Willingness to work flexible hours, including evenings and weekends when necessary.

Job Duties

Foster Positive Relationships

- Build and maintain positive relationships with prospective and enrolled families, serving as a trusted resource and advocate for their needs and concerns.
- Collaborate with school administrators, faculty, and staff to provide a welcoming and supportive environment for students and families throughout the enrollment process and beyond.
- Conduct follow-up communications with enrolled families to assess school experience satisfaction, address concerns, and gather feedback for continuous improvement.
- Provide ongoing support and resources for enrolled families to address academic, social, or emotional needs and ensure a positive school experience for students and their families.

Orientation Structure

- Organize guided school tours for prospective families.
- Coordinate street team efforts to promote the school and engage with the community.
- Work with the leadership team to develop strategic enrollment plans based on current trends and projections, to be reviewed quarterly.
- Conduct orientations at the beginning of the school year and as needed to introduce and reinforce high-impact levers of school culture.

Recruitment & Retention Planning

- Understand enrollment targets and predictions, adjusting plans accordingly.
- Create and implement grade level and total enrollment plans.
- Anticipate shifting enrollment priorities and plan accordingly.
- Implement retention strategies to enhance student engagement, involvement, and satisfaction with the school experience.
- Organize and facilitate home visits/meetings with families potentially not returning for the next academic year.

Transition Support

- Facilitate the transition of families throughout the school year.
- Update entry and exit data, and conduct entry and exit interviews for new families.
- Serve as a point of contact for families' needs and concerns.

Communication Facilitation

- Hold workshops to demonstrate effective two-way communication between families and staff.
- Actively seek opportunities to enhance communication between staff and families.

Enrollment Events and Activities

- Organize and attend two monthly enrollment events, one on campus and one off

campus.

- Streamline the enrollment process to make it efficient and user-friendly for all applicants, leverage current programs i.e. SchoolMint or similar platform

Engage with Community Partners

- Collaborate with local school districts, educational agencies, and homeschool networks to raise awareness of the school's offerings and attract new students from diverse backgrounds at all available grade levels offered at site.

COMMUNITY SCHOOL COORDINATOR

The Community School Coordinator (CSC) is responsible for facilitating the process of transforming Magnolia Science Academy schools into an ideal community school model. The CSC will create and sustain clear lines of communication with all educational partners including the Magnolia Public Schools (MPS) Home Office leadership staff. Additionally, they will serve as an integral member of the school leadership team, and support with coordination of programs and services to improve academic and social-emotional outcomes for students.

Qualifications

- Bachelor's degree or equivalent plus 3 years minimum experience in community, social/human service, public school system, and/or volunteer work. Commensurate work experience in community development, education, social/human service, public school system, and/or volunteer work field may substitute for education requirement
- At least 2 years experience in a supervisory/management-level position; operating one or more programs in a non-profit, education, or school environment
- Proven track record in achieving results in working in youth development, academic enrichment, and/or family support programs. 1-2 years minimum experience collecting, inputting, and analyzing qualitative and quantitative data to drive program results, strongly preferred
- Broad understanding of Multi-tiered systems of support (MTSS) including positive behavior interventions and supports (PBIS). Broad understanding of cradle-to-college-and-career models
- Experience working with and leading community partnerships; Ability to work with various education partners such as administrators, teachers, parents, and students
- Exemplary verbal and written communication skills
- Self-starter, organized and detail-oriented. Ability to effectively work both independently and in a team environment
- Ability to exercise discretion and independent judgment
- Ability to manage competing priorities and meet strict deadlines while working under pressure
- Experience working with individuals of diverse backgrounds
- Familiarity working with similar populations in a service area
- Bilingual in Spanish and English, strongly preferred
- Must be able to work a flexible work schedule (some weekends, some evenings required)
- Strong computer skills and complete knowledge of Microsoft Office (Word, Excel,

Access, PowerPoint)

- Professional demeanor and strong interpersonal

Responsibilities

- Establishes strong, productive, and trusting relationships with the administrative team, school personnel, Magnolia Science Academy staff, students, and community to seek input on assets and needs to address barriers to learning, equity, and inclusion
- Identify and organize existing services on campus via assets and needs assessment, focus groups, logic model, and continuous cycle for improvement
- Integrate effective education, college preparation, family engagement, enrichment, and expanded learning services into the existing school community in order to impact student achievement and ensure an impactful community school model in collaboration with school staff
- Manage day-to-day operations of the Community Schools model, including managing partnerships, site plans, and coordinating resources as well as evaluating the effectiveness of programs and strategies
- Act as the liaison between school administration, key educational partners, staff, students, and community
- Organize and attend various school meetings and other outreach and grant-related events (program culminations, press events, open houses, community events, etc).
- Effectively communicates program goals, logistics, requirements, and needs with all educational partners: MPS departments, school site staff, administrators, partners, parents, and students
- Plan, develop, and coordinate parent and community outreach activities and programs that support improved student learning and academic achievement.
- Be familiar with all subcontracted partner MOUs and oversee the successful implementation of services.
- Coordinate and work with the Community School Advisory Committee, school administrators, teachers, community-based organizations, parents, and students to identify barriers to learning, available resources, and gaps, and to develop programming that is community-responsive including a referral process to community-based services.
- Analyze performance measures, school results data (internal and external), and/or program quality to determine the successful implementation of programs and meet program outcomes
- Ensure that transformative progress is made toward meeting grant indicators and objectives and support the academic, post-secondary, and enrichment goals of students
- Coordinate the collection and input of evaluation data used to measure ongoing program effectiveness of services and program outcome measures
- Develop, manage, and coordinate documents and data collection systems needed for internal and external program audits and compliance requirements
- Ensure the timely submission of all required reports and supporting materials to the Chief

- Impact Officer and requisition agencies.
- Maintain and manage documentation relating to staff performance issues; provide guidance to staff as needed.

COMMUNITY SCHOOL LIAISON

The Community Schools Liaison (CSL) position will serve to be the parent/ caregiver empowerment champion to contribute to student success outcomes. CSLs focus will be on building relationships with existing and alumni families to support them in their development as advocates for their children as well as the advocates for all children to have access to high-quality instruction and services to support the whole child in and around their community. This role will lead and engage educational partners, facilitating communication, and advocating for the needs of students and their families. They will play a crucial part in creating a collaborative, sustainable, and nurturing environment within the community school framework. Most importantly they will collaborate with the Community School Coordinator (CSC) and lean on them as a mentor for growing capacity to push the work forward.

Qualifications

- Bachelor's degree preferred or equivalent plus 4 years minimum experience in community, social/human service, public school system, and/or volunteer work. Commensurate work experience in community development, education, social/human service, public school system, and/or volunteer work field may substitute for education requirement
- At least 2 years experience in operating one or more programs in a non-profit, education, or school environment
- Proven track record in achieving results in working in youth development, academic enrichment, and/or family support programs. 2 years minimum experience collecting, inputting, and analyzing qualitative and quantitative data to drive program results, strongly preferred
- Broad understanding of Multi-tiered systems of support (MTSS) including positive behavior interventions and supports (PBIS). Broad understanding of cradle-to-college-and-career models
- Experience working with and leading educational partners; Ability to work with various education partners such as administrators, teachers, parents, students, elected officials, external public agencies
- Exemplary verbal and written communication skills
- Self-starter, organized and detail-oriented. Ability to effectively work both independently and in a team environment
- Ability to exercise discretion and independent judgment
- Ability to manage competing priorities and meet strict deadlines while working under pressure
- Experience working with individuals of diverse backgrounds
- Familiarity working with similar populations in a service area
- Bilingual in Spanish and English, strongly preferred

- Must be able to work a flexible work schedule (some weekends, some evenings required)
- Strong computer skills and complete knowledge of Microsoft Office (Word, Excel, Access, PowerPoint)

Responsibilities

Family Communication and Support

- Serve as a primary point of contact for families, establishing and maintaining effective communication channels. This includes with translation of all modes of communication.
- Facilitate family engagement by organizing 1:1 empathy meetings, workshops, house meetings, and other events to support parents/guardians in actively participating in their child's education.
- Establish, provide, and lead information and resources to families, ensuring they are aware of available support services and opportunities within the community school, and local, county, state, and federal agencies.
- Assists families with challenges that interfere with student success in school and community; directing families to appropriate agencies/ partners, or other assistance.

Program Strategic Planning and Evaluation

- Assist in the implementation and coordination of community school programs and initiatives.
- Support in collecting and analyzing data related to program effectiveness, student outcomes, and community engagement.
- Contribute to program evaluation efforts by providing insights, recommendations, and feedback for continuous improvement.

Community Engagement and Outreach Coordination

- Engage the community through the management of parent square, weekly newsletter, and all printed materials.
- Promote the school, its partners, and its resources at local community events, preschools, and the local community.
- Gather content and draft a weekly newsletter that highlights the school's activities and special events.
- Collect photos and write short blurbs for all campus events and special recognitions and send them to our Social Media Coordinator.
- Assists families in the solution of problems that interfere with student success in school and community; directing families to appropriate agencies, or other assistance.

Event Coordination

- Plan, organize, and execute two community resource fairs annually in coordination with CSCs.
- Collaborate with school staff, community partners, and volunteers to ensure

successful event execution.

- Manage logistics, including venue selection, scheduling, budgeting, marketing, and evaluation of events.
- Support and collaborate with family champions to meet with elected officials, staffers, and cultural brokers to support our community school model.
- Manage stewardship between elected officials, staffers, cultural brokers, and internal/ external partners.

Collaborative Leadership

- Support the Parent Task Force, Student Task Force, and Sport Task Force (if applicable) ensuring genuine collaborative leadership and decision-making.
- Host monthly Parent Task Force meetings, develop meeting agendas, take minutes, and track attendance.
- Source opportunities to build collaboration between educational partners and build capacity.
- Support the Parent Task Force, Student Task Force, and Sports Task Force (if applicable) in the development of its annual strategy and culture-building events.
- Collaborate with the Community School Coordinator (CSC) in leadership development opportunities.
- Participate and lead in out-of-school meetings, training, and conferences to build capacity.

OFFICE MANAGER

Under general supervision of location administrator, serves as office manager, performs a variety of organizational and secretarial duties including those responsibilities of a confidential nature dealing with personnel matters, confidential student and employee information and files and payroll. Duties performed are designed to relieve the administrator of office and routine responsibilities by planning, organizing, and participating in the school office administrative operation.

Skills and Qualifications:

- Knowledge of English composition, basic arithmetic and office practices and procedures
- Operation of various office machines
- Microsoft Word, web browsing techniques and appropriate techniques used in providing information in person and on the telephone
- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Produce, retrieve, and store word-processing and email documents
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard
- Graduation from high school or evidence of equivalent educational proficiency
- An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from an recognized college or university is preferred
- Courses in office practices and procedures, business arithmetic, and business English are preferred

Responsibilities and Duties:

- Performs diverse managerial responsibilities within areas and limits of authority as delegated by the School principal.
- Manages office personnel, organizes and expedites the workflow of the school site, and offers guidance and direction to other school personnel as needed.
- Works with discretion and independent judgment to complete projects assigned from the Home Office.
- Complies with all administrative reporting (CALPADS, etc.) on behalf of the School.
- Handles emergencies concerning employees and/or students, making decisions independently or recommending action as appropriate.
- Performs a wide variety of administrative tasks, including typing/word processing, proof reading, filing, recording information, and processing and distribution of all correspondence, much of which is of a confidential nature.
- Maintains a high degree of confidentiality regarding all aspects of the school site operation.
- Serves as a major program information resource person, acting as liaison between schools, department, district office, and other locations.
- Dispenses pertinent information and direction to students, parents, staff, and visitors.
- Establishes, maintains and insures proper use of confidential files, which may include student, personnel, and payroll records.
- Composes independently or in accordance with general instruction, correspondence on a wide range of subjects requiring knowledge of procedures and policies of the school, district, or assigned area.
- Takes and transcribes dictation (or uses dictation equipment) for letters, memos, and reports including information of a confidential or sensitive nature.
- Screens correspondence and telephone calls for administrator and staff.
- Maintains multiple calendars.
- Organizes appointments and staff meetings, and makes arrangements for school visitations and facility use.
- Exercises diplomacy in answering questions and resolves situations involving students, parents, volunteers, public, site staff and district personnel through knowledge of school policies and general district rules and regulations.
- Maintains and retrieves financial records, such as school budget, student body accounts, or other school accounts.
- Other duties as needed.

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 require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Education Code Section 47605(c)(5)(F).)

The 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.

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. A full draft will be provided to the County for review at least 30 days prior to operation or as otherwise agreed upon by the county and Charter School.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

MSA-1 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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of MSA-1 shall monitor compliance with this policy (the HR shall monitor fingerprinting and background clearance of the Principal and MPS Home Office staff) and make quarterly reports to the Board. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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, and for employees at least once each four years thereafter, as required by Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

IMMUNIZATIONS

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

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

Vision, Hearing, and Scoliosis

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

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

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

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

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

Physical Education for 6th Grade Students

In compliance with Education Code Section 49056(b)(2)(C), students enrolled in grade 6 will receive physical education pursuant to the requirements of Education Code Section 51222.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

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

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displaying in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

Workplace Violence Prevention Plan

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne 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.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

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

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

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

Gun Safety Notice

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

Athletic Activities

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

In the event the Charter School participates in any interscholastic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Concussion and Head Injuries

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. Because MPS has elected to offer an athletic program, we must immediately remove from a 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 the athlete 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 seven (7) days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or 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. The Charter School shall comply with the requirements of Education Code Section 49475.

FERPA Compliance

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School CEO or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's CEO or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the CEO must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.
- The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer. Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made

- to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of

enrollment or re-enrollment. Please notify the CEO at:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

A copy of the complete Policy is available upon request at the school office and on the school website. A directory information release opt-out form is included at the end of this Handbook and copies are also available in the school office.

Note: Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CALPADS)* pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI")** and will:

1. Be used to provide pupils and families with direct access to online tools and resources.
2. Enable a pupil to transmit information shared with the CCGI to both of the following:
 - i) Postsecondary educational institutions for purposes of admissions and academic placement.
 - ii) The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

* CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

** CCGI is an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Education Code Section 47605(c)(5)(G).)

DEMOGRAPHICS**LOCAL DEMOGRAPHICS**

Based on an analysis of MSA-1 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-1 students would otherwise attend closely mirror the student population of MSA-1.

| School | Grade Level | Total | % SED | % SWD | % ELs | % Hisp | % AA | % White | % Asian |
|-----------------------------|-------------|------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|
| John A Sutter MS | 6-8 | 849 | 88.7% | 19.6% | 23.7% | 79.2% | 2.5% | 7.5% | 6.8% |
| Northridge MS | 6-8 | 724 | 95.4% | 21.3% | 25.3% | 82.6% | 2.6% | 6.2% | 3.5% |
| William Mulholland MS | 6-8 | 1,003 | 91.2% | 16.7% | 18.8% | 86.5% | 2.1% | 6.9% | 1.8% |
| Robert Fulton College Prep | 6-12 | 1,258 | 93.7% | 13.9% | 25.0% | 87.6% | 2.9% | 3.7% | 1.9% |
| Birmingham Comm. Charter HS | 9-12 | 3,090 | 91.7% | 11.0% | 8.8% | 86.2% | 4.6% | 3.9% | 1.0% |
| Grover Cleveland Charter HS | 9-12 | 2,784 | 71.4% | 12.6% | 11.0% | 62.1% | 3.8% | 16.1% | 10.3% |
| Reseda Charter HS* | 9-12 | 1,354 | 88.0% | 18.2% | 18.0% | 75.1% | 3.4% | 12.5% | 4.9% |
| Canoga Park Senior High | 9-12 | 1,456 | 92.4% | 17.3% | 18.8% | 87.3% | 2.5% | 5.6% | 2.0% |
| Chatsworth Charter HS | 9-12 | 1,724 | 68.6% | 14.0% | 8.3% | 61.7% | 5.2% | 14.4% | 11.5% |
| Panorama Senior HS | 9-12 | 1,420 | 97.4% | 14.1% | 22.3% | 90.3% | 1.3% | 3.2% | 0.8% |
| Weighted Average | | | 87.9% | 15.9% | 18.0% | 79.9% | 3.1% | 8.0% | 4.5% |
| MSA-1 | 6-12 | 714 | 88.9% | 15.3% | 24.4% | 89.8% | 0.7% | 4.2% | 3.2% |

*Reseda Senior High incorporates 3 Magnets: Arts & Media Entertainment, Police Academy, and Science Magnet

Source: dq.cde.ca.gov/Dataquest.¹³⁹

SURROUNDING DISTRICT/COUNTY DEMOGRAPHICS

Second largest in the nation, the Los Angeles Unified School District) enrolls more than 557,000 students in kindergarten through 12th grade, at over 1,000 schools, and 210 public charter schools. The boundaries spread over 710 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.

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¹³⁹ 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.

¹⁴⁰ <http://achieve.lausd.net/about>

The following data shows MSA-1 vs. District enrollment in 2023-24 by ethnicity:

| | Total | % SWD | % ELs | % Hisp | % AA | % White | % Asian |
|--------------|------------|--------------|--------------|--------------|-------------|-------------|-------------|
| LACOE | 8,680 | 16.9% | 17.8% | 72.0% | 11.8% | 8.7% | 2.4% |
| LAUSD | 529,902 | 14.8% | 20.1% | 73.8% | 7.3% | 9.8% | 3.4% |
| MSA-1 | 714 | 15.3% | 24.4% | 89.8% | 0.7% | 4.2% | 3.2% |

To be reflective of the general population residing within LAUSD, MSA-1 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-1 will strive to increase the percentage of enrollment in the African American student group by the end of the charter term. See the Recruitment Plan below.

OUTREACH AND RECRUITMENT PLAN

MSA-1 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-1 will undertake in order to achieve goals regarding racial, ethnic, SWD and EL balance.

Outreach efforts will use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-1 website includes comprehensive information about the program. While open to all students, MSA-1 focuses outreach efforts within a 10-mile radius of the school location.

MSA-1 uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have 5th 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)
- Social Media Advertising (Year-round)

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-1 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. As needed, school staff and volunteers may go door-to-door,

talking to families, and handing out applications. MSA-1 also may use press and advertising campaigns in local Spanish and English media. We also use media outlets such as Facebook, Instagram, Twitter/"X", and the MPS website.

Specific Actions

| Date | Event | Location |
|--|---|--|
| January Family Success Coordinator | Door to Door and/or calls to invite local feeder schools to our STEAM Fair | Various surrounding schools |
| January Community School Coordinator | Door to Door and/or calls to invite local community groups to our Blood Drive | Councilmember Blumenfield's Office |
| January Community School Coordinator | Door to Door and/or calls to invite local community groups to our Blood Drive | Assemblymember Jesse Gabriel Office |
| February Family Success Coordinator & Community School Coordinator | Community Blood Drive | MSA-1 18238 Sherman Way Reseda, CA 91335 |
| March Family Success Coordinator | Career Day | MSA-1 18238 Sherman Way Reseda, CA 91335 |
| April Family Success Coordinator | Tabling at Assemblymember Jesse Gabriel's Annual Valley Day of Service | San Fernando Valley |
| May Family Success Coordinator | Tabling at Reseda Rising Art Walk | MSA-1 18238 Sherman Way Reseda, CA 91335 |
| May/June Family Success Coordinator | Door to Door and/or call to advertise Summer school | Various surrounding schools |
| October Family Success Coordinator & Community School Liaison | Invite local community groups to MSA-1's Annual Community Resource Fair | MSA-1 18238 Sherman Way Reseda, CA 91335 |
| Year-round Family Success Coordinator | Host School Tours | MSA-1 18238 Sherman Way Reseda, CA 91335 |
| Year-round Family Success Coordinator | Run social media ads | Online: Facebook and Instagram |
| Year-round Family Success Coordinator | Mailing Campaign advertising | Surrounding area |

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

***“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).”
(Education Code Section 47605(c)(5)(H).)***

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. A Lottery Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admissions preference shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. 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 Section 47605(d)(2) and as set forth below.

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

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent,

guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a single public random drawing ("lottery") in accordance with Education Code Section 47605(e)(2)(B) and as set forth below.

ENROLLMENT PREFERENCES

Pursuant to Education Code Section 47605(e)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the Charter 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. Admission preferences shall given in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Board members or employees of Magnolia Public Schools, not to exceed 10%
3. Foster youth or homeless students ¹⁴¹
4. Residents of the District

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

LOTTERY PROCEDURE

The public random drawing 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 at the end of the Friday before the Thanksgiving break, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-1'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 applicants eligible for the first preference group will be drawn by SchoolMint and listed in order for each grade level. Applicants eligible for the second and third preferences are drawn if space is available. This will continue until the number of applicants in a preference category exceeds the spaces available; at that point, a lottery will be run among all applicants in the preference category, and continue in that manner. Once the grade level capacity is met, the remaining students' names will

¹⁴¹ Disclosure is not required; however, families that would like their students to be granted a preference on that basis would be given that opportunity.

continue to be drawn randomly within their preference category and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied.

MSA-1 will use SchoolMint to conduct the lottery to ensure fair execution of the lottery procedures. 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 application was received after the close of open enrollment. The enrollment packet shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹⁴²

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. Charter 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. When an offer occurs during the school year, 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.

The waitlist for the current school year remains active until the end of the school year and does not "roll over;" applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

¹⁴² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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.” (Education Code Section 47605©(5)(l).)

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

The MPS Board shall 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 Chief Executive Officer or designee, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the MPS 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.

Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

- (ii) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (iii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - I. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - II. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iv) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, of, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker – initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- (v) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Education Code Section 47605©(5)(J).)*

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-1. 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 offenses for which students at noncharter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as MSA-1's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. 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-1 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

¹⁴³, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

¹⁴³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

MSA-1 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 student behavior and improvements will be acknowledged and encouraged by the MSA-1 staff. Teachers will not only report discipline issues on the school information system, 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-1 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-1 or at any other school; or (3) a MSA-1 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, 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 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. 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 their own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. 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.
14. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. 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.
17. 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.
18. 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 6 to 12, inclusive.

19. 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 6 to 12, inclusive.

20. 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 6 to 12, inclusive.

21. 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 @mpersonated.
 - (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.
22. 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 paragraphs 1 and 2 of this section.
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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. Education Code Section. 48915©(1)

2. Brandishing a knife at another person. Education Code Section 48915©(2)
3. Unlawfully selling a controlled substance. Education Code 48915©(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. Education Code Section 48915©(4)
5. Possession of an explosive, as defined below. Education Code 48915©(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 in accordance with Education Code Section 47605©(5)(J)(i).

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. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not 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 incident.

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.

Homework Assignments During Suspension

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

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requires pursuant to Section 447606.2(a) and turned into the teacher by the student either up on the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made, or as soon as practicable thereafter. 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 expunged. 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 Expulsion

Upon a recommendation of expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference with the Principal or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Principal or designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian or representative, unless the student and the student's parent/guardian or representative fail to attend the conference, at which time the school shall proceed with the extension.

This determination will be made by the Principal or designee upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or

danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUND'S 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-1 or at any other school; or (3) a MSA-1 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 below, 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, 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, which includes but is not limited to, electronic files and databases.
8. Stole or attempted to steal school property or private property, , which includes but is not limited to, electronic files and databases.
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 a student's own prescription products by a student.
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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. 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.
14. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. 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.
17. 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.

18. 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 6 to 12, inclusive.
19. 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 6 to 12, inclusive.
20. 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 6 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
22. "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.
23. "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.
24. 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.
25. 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.
26. 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).
27. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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. Education Code Section 48915©(1)
2. Brandishing a knife at another person. Education Code Section 48915©(2)
3. Unlawfully selling a controlled substance. Education Code Section 48915©(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. Education Code Section 48915©(4)
5. Possession of an explosive, as defined below. Education Code Section 48915©(5)

EXPULSION PROCEDURES

Authority to Expel

As required by Education Code Section 47605©(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial hearing officer (“Hearing Officer”) or an Administrative Panel selected by the Principal, at the Principal’s discretion, following a hearing as described below. If an Administrative Panel is utilized, it will include at least one certificated person, none of whom have been members of the Board or on the staff of the Charter 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 Hearing Officer or Administrative Panel may expel any student found to have committed an expellable offense. The pupil will be notified on the same day of the Hearing Officer or Administrative Panel’s decision, or as soon thereafter as is practicable, and will later be followed up with a written letter acknowledging the Administrative Panel’s decision.

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 a Hearing Officer or Administrative Panel hears the case, either will make a determination whether to expel the student. The hearing shall be held in a confidential setting.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian by the Principal or designee at least five (5) school 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-1'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

The Hearing Officer or Administrative Panel 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 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. Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative 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 Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel 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. Hearing Officer or Administrative Panel may remove a support person whom the Hearing Officer or Administrative Panel finds is disrupting the hearing. The Hearing Officer or Administrative Panel 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-1 must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-1. The Hearing

Officer or Administrative Panel 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 Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel 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 Hearing Officer or 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 Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact.

If the Hearing Officer or Administrative Panel decides not to expel, the student shall immediately be returned to their educational program.

Written Notice to Expel

The Principal or designee following a decision of the Hearing Officer Administrative Panel to expel shall send written notice of the decision to expel within five (5) school days, including the Hearing Officer or 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-1
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-1 shall maintain records of all student suspensions and expulsions at MSA-1. Such records shall be made available to the County upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS explaining the basis for the appeal and attaching any supporting documentation, within five (5) school days of receiving the written notice 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 meet to consider the appeal within ten (10) calendar days of receipt of a timely written request for an appeal, or as soon thereafter as is practicable. The appeal is not an additional hearing, and no new evidence may be produced or taken. Rather, the appeal shall be considered in closed session. The parent or student representative may address the Board prior to closed session in accordance with the Brown Act. The Board will render its decision and provide notice within two (2) school days, or as soon as is practicable. The decision is 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.

The Charter School shall work with parents/guardians of expelled students and the Authorizer for an interim placement at a community day school or other alternative program. Should the Charter School

determine after the recommendation for expulsion that the student will remain enrolled at the Charter School pending the expulsion hearing based on the best interest of the student, or if the Charter School secures another alternative interim placement at another charter school or school within MPS, if appropriate and aligned with applicable charter petitions, the Charter School will notify the Authorizer of such determination.

REHABILITATION PLAN

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a 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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the 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 IDEA-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.

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.” (Education Code Section 47605©(5)(K).)

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”).

Employees participating in PERS also qualify for Social Security.

MPS employees participate either in PERS or STRS according to their eligibility. Staff members who leave the school site to work for the MPS Home Office have the option of retaining their PERS or STRS status, if eligible. Home Office staff not eligible for PERS or STRS qualify for social security and may elect to participate in an employer 403(b) plan.

OVERSIGHT OF BENEFITS

The People & Culture 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.” (Education Code Section 47605(c)(5)(L).)

MSA-1 is a school of choice and no students shall be required to attend. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the County through applicable intra- and inter-district transfer policies.

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-1, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

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

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE AUTHORIZER

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

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

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 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.”

INTERNAL DISPUTES

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Education Code Section 47605(c)(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, unless the Board designates another individual.

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 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 County may 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

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

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. (Education Code Section 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.” (Education Code Section 47606.5(b).)

BUDGETS AND FINANCIAL REPORTING

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

Attached, 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 charter school are to be provided. Education Code Section 47605(h).*

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

The Charter School is currently located at three addresses (adjacent buildings):

- **18238 Sherman Way, Reseda, CA 91335** – This two-story facility includes classrooms, offices, and science labs mainly for middle school grades.
- **18220 Sherman Way, Reseda, CA 91335** – High School Building, two-story facility providing classrooms and specialized spaces mainly for high school instruction.
- **18242 Sherman Way, Reseda, CA 91335** – GYM Building, which houses the gymnasium and additional athletic spaces.

All facilities were acquired and are managed by Magnolia Public Schools, ensuring they meet the needs of students and staff while supporting the academic and extracurricular programs of the school.

Our new 3-story classroom building spans 25,228 square feet and is designed to cater to grades 9 through 12. The first and second floors feature a total of 20 classrooms, along with staff offices and administration spaces. Additionally, we have incorporated bio and tech labs to provide students with hands-on learning experiences. Furthermore, the highlight of the building is the rooftop play area on the 3rd floor, which offers a unique and engaging recreational space for our students.

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 charter school and upon the school district. Education Code Section 47605(h).*

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

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

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

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

MATH

| | 2021-2022 | | | | | 2022-2023 | | | | 2023-2024 | | | |
|-------|--------------------------------|--------|--------------------|-----------------|-----------------|---------------|--------------------|-----------------|-----------------|---------------|--------------------|-----------------|-----------------|
| Grade | NWEA MAP Math | | Participation Rate | | CGI Outcome Met | NWEA MAP Math | Participation Rate | | CGI Outcome Met | NWEA MAP Math | Participation Rate | | CGI Outcome Met |
| 6 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.16 | 113/117; 96.58% | 108/111; 97.30% | Yes | -0.18 | 105/106; 99.06% | 109/110; 99.09% | Yes | 1.10 | 111/111; 100% | 111/111; 100% | Yes |
| | EL | 0.35* | | | Yes | -0.08 | | | Yes | 0.93 | | | Yes |
| | FRL | -0.11 | | | Yes | -0.13 | | | Yes | 1.21 | | | Yes |
| | SPED | 1.48* | | | Yes | 0.48* | | | Yes | - | | | - |
| | H/L | -0.14 | | | Yes | -0.06 | | | Yes | 0.80 | | | Yes |
| 7 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | 0.46 | 124/132; 93.94% | 125/130; 96.15% | Yes | 0.92 | 111/112; 99.11% | 118/119; 99.16% | Yes | 0.95 | 117/121; 96.69% | 130/130; 100% | Yes |
| | EL | 0.14* | | | Yes | 1.07 | | | Yes | 1.58 | | | Yes |
| | FRL | 0.52 | | | Yes | 0.73 | | | Yes | 0.73 | | | Yes |
| | SPED | 1.77* | | | Yes | 1.27* | | | Yes | 1.15* | | | Yes |
| | H/L | 0.48 | | | Yes | 0.79 | | | Yes | 0.97 | | | Yes |
| 8 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | 0.15 | 111/115; 96.52% | 110/113; 97.35% | Yes | 1.32 | 126/127; 99.21% | 126/126; 100% | Yes | 1.39 | 116/116; 100% | 118/119; 99.16% | Yes |
| | EL | -0.06 | | | Yes | 1.16* | | | Yes | 1.79* | | | Yes |
| | FRL | 0.08 | | | Yes | 1.32 | | | Yes | 1.39 | | | Yes |
| | SPED | -0.47* | | | No | 0.83* | | | Yes | 0.94* | | | Yes |
| | H/L | 0.20 | | | Yes | 1.24 | | | Yes | 1.23 | | | Yes |
| 9 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.31 | 125/134; 93.28% | 125/127; 98.43% | No | 0.62 | 78/82; 95.12% | 82/83; 98.80% | Yes | 0.98 | 98/101; 97.03% | 98/102; 96.08% | Yes |
| | EL | -0.01* | | | Yes | 0.25* | | | Yes | 3.15* | | | Yes |
| | FRL | -0.57 | | | No | 0.46 | | | Yes | 1.03 | | | Yes |
| | SPED | 0.04* | | | Yes | - | | | - | 1.39* | | | No |
| | H/L | -0.37 | | | No | 0.62 | | | Yes | 1.08 | | | Yes |
| 10 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | 1.09 | 82/86; 95.35% | 88/88; 100% | Yes | 1.00 | 115/116; 99.14% | 109/111; 98.20% | Yes | 4.41 | 78/78; 100% | 82/82; 100% | Yes |
| | EL | - | | | - | 0.44* | | | Yes | 11.48* | | | Yes |
| | FRL | 0.80 | | | Yes | 1.31 | | | Yes | 3.92 | | | Yes |
| | SPED | 1.02* | | | Yes | -0.21* | | | No | - | | | - |
| | H/L | 0.85 | | | Yes | 1.01 | | | Yes | 4.67 | | | Yes |
| 11 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -1.12 | 80/84; 95.24% | 79/83; 95.18% | No | 1.49 | 78/79; 98.73% | 73/74; 98.65% | Yes | 1.49 | 104/104; 100% | 99/100; 99% | Yes |
| | EL | - | | | - | - | | | - | 1.48* | | | No |
| | FRL | -1.61 | | | No | 1.59 | | | Yes | 1.39 | | | Yes |
| | SPED | -1.76* | | | No | 2.81* | | | Yes | 0.39* | | | Yes |
| | H/L | -1.71 | | | No | 1.59 | | | Yes | 1.50 | | | Yes |

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester

(-) indicates a student count less than 11

(*) indicates a student count greater than 11 and less than 30.

READING

| | 2021-2022 | | | | 2022-2023 | | | | 2023-2024 | | | | |
|-------|--------------------------------|--------|--------------------|-----------------|-----------------|------------------|--------------------|-----------------|-----------------|------------------|--------------------|-----------------|-----------------|
| Grade | NWEA MAP Reading | | Participation Rate | | CGI Outcome Met | NWEA MAP Reading | Participation Rate | | CGI Outcome Met | NWEA MAP Reading | Participation Rate | | CGI Outcome Met |
| 6 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.56 | 110/117; 94.02% | 110/111; 99.10% | No | -1.47 | 104/106; 98.11% | 106/110; 96.36% | No | -0.04 | 105/107; 98.13% | 108/108; 100% | Yes |
| | EL | -2.06* | | | No | -1.33* | | | No | -1.19 | | | No |
| | FRL | -0.77 | | | No | -1.18 | | | No | -0.32 | | | No |
| | SPED | -0.40* | | | No | 0.20* | | | Yes | - | | | - |
| | H/L | -0.59 | | | No | -1.70 | | | No | -0.03 | | | Yes |
| 7 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | 1.12 | 121/132; 91.67% | 125/130; 96.15% | Yes | 1.36 | 111/112; 99.11% | 117/119; 98.32% | Yes | 1.96 | 109/114; 95.61% | 126/126; 100% | Yes |
| | EL | 1.49* | | | Yes | 1.50* | | | Yes | 2.84 | | | Yes |
| | FRL | 1.20 | | | Yes | 1.24 | | | Yes | 1.99 | | | Yes |
| | SPED | 0.36* | | | Yes | 0.74* | | | Yes | 2.69* | | | Yes |
| | H/L | 1.10 | | | Yes | 1.22 | | | Yes | 2.09 | | | Yes |
| 8 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.22 | 107/116; 92.24% | 108/113; 95.58% | No | 1.89 | 126/127; 99.21% | 125/126; 99.21% | Yes | 0.32 | 115/115; 100% | 113/116; 97.41% | Yes |
| | EL | 0.29* | | | Yes | 1.94* | | | Yes | 0.74* | | | Yes |
| | FRL | -0.10 | | | Yes | 1.87 | | | Yes | 0.32 | | | Yes |
| | SPED | -0.75* | | | No | 3.68* | | | Yes | 2.63* | | | Yes |
| | H/L | -0.15 | | | Yes | 1.97 | | | Yes | 0.14 | | | Yes |
| 9 | Conditional Growth Index | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.78 | 126/134; 94.03% | 125/127; 98.43% | No | -0.07 | 78/82; 95.12% | 78/83; 93.98% | Yes | 0.85 | 94/99; 94.95% | 97/99; 97.98% | Yes |
| | EL | -2.33 | | | No | 0.49* | | | Yes | 0.57* | | | Yes |
| | FRL | -0.52 | | | No | -0.09 | | | Yes | 0.54 | | | Yes |
| | SPED | -1.26* | | | No | - | | | - | -0.25* | | | No |
| | H/L | -0.79 | | | No | -0.19 | | | Yes | 0.80 | | | Yes |
| 10 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | 0.73 | 81/86; 94.18% | 88/88; 100% | Yes | 1.35 | 113/116; 97.41% | 109/111; 98.20% | Yes | 2.00 | 74/75; 98.67% | 79/79; 100% | Yes |
| | EL | - | | | - | 0.73* | | | Yes | 3.73* | | | Yes |
| | FRL | 0.87 | | | Yes | 1.14 | | | Yes | 2.21 | | | Yes |
| | SPED | 1.07* | | | Yes | 1.68* | | | Yes | - | | | - |
| | H/L | 0.41 | | | Yes | 1.20 | | | Yes | 1.99 | | | Yes |
| 11 | Conditional Growth Index (CGI) | | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? | CGI | Fall | Spring | Yes/ No? |
| | All Students | -0.39 | 80/84; 95.24% | 79/83; 95.18% | No | 0.34 | 77/79; 97.47% | 72/74; 97.30% | Yes | 1.90 | 103/103; 100% | 99/100; 99.00% | Yes |
| | EL | - | | | - | - | | | - | 1.54* | | | Yes |
| | FRL | -0.67 | | | No | 0.30 | | | Yes | 1.98 | | | Yes |
| | SPED | -2.64* | | | No | 0.93* | | | Yes | 1.76* | | | Yes |
| | H/L | -0.67 | | | No | 0.34 | | | Yes | 2.02 | | | Yes |

NOTE: Participation rate calculated by dividing number of students tested by number of students enrolled that semester

(-) indicates a student count less than 11

(*) indicates a student count greater than 11 and less than 30.