MAGNOLIA SCIENCE ACADEMY-BELL

A PETITION FOR CHARTER RENEWAL

by

MAGNOLIA PUBLIC SCHOOLS (MPS)

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Presented to:
Los Angeles Unified School District

September 2014
Amended on: May 19, 2015
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ASSURANCES AND AFFIRMATIONS

Magnolia Science Academy-Bell (also referred to herein as “MSA-Bell” and “MSA-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduation 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. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
- Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  - Charter School is a not for profit entity.
  - Charter School shall maintain a record of financial solvency and sustainability.
  - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

1 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
2 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC-specific provisions of the DRL included in this Charter will become inapplicable and inoperative; all provisions of the standard DRL will apply.

Michelle Crumpton, CAO

5/19/15
Date
**ELEMENT 1: THE EDUCATIONAL PROGRAM**

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

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

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

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Principal William Gray</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>6411 Orchard Ave, Bell, CA 90201</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(323) 826-3925</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>6411 Orchard Ave, Bell, CA 90201</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>5</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>South</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>6-8</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>496</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>6-8</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 18, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>496</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in</td>
<td></td>
</tr>
<tr>
<td>Charter School regardless of student residency)</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round,</td>
<td>Traditional</td>
</tr>
<tr>
<td>single track/multi-track, extended day/year) will be:</td>
<td></td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>See section 1.5.4</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
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</tbody>
</table>
1.1 COMMUNITY NEED FOR CHARTER SCHOOL

Need for STEM Focus

MPS bases its educational program on the understanding that our nation’s economic future will require a highly trained workforce in math, science, and technology. According to a 2008 report from the National Science Board, "The Science and Engineering Workforce: Realizing America’s Potential," current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

- Flat or reduced domestic student interest in critical areas, such as engineering and the physical and mathematical sciences,
- Large increases in retirement from the science and engineering (S&E) workforce projected over the next two decades,
- Projected rapid growth in S&E occupations over the next decade, at three times the rate of all occupations,
- Global competition for S&E talent is intensifying, such that the United States may not be able to rely on the international S&E labor market to fill unmet skill needs;
- The number of native-born S&E graduates entering the workforce is likely to decline unless the Nation intervenes to improve success in educating S&E students from all demographic groups, especially those underrepresented in S&E careers.

To understand the scale of the risk in a shrinking S&E workforce, it is important to define the range of the S&E industry. It includes all jobs that require science and engineering skills even if the jobs themselves are classified as non-S&E jobs. Using this definition, a pre-college teacher with a baccalaureate degree in a science field, a technical manager, a practitioner with a two-year degree or certificate in science, engineering and technology fields, and Ph.D.s appointed as postdoctoral scholars are all considered to be within the S&E workforce.\(^2\)

In 2005, the National Academies re-emphasized this need with the release of a report: “Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future.”\(^3\) The report was re-visited in 2010\(^6\). The report concludes there is a serious risk that the United States may soon irrevocably cause it to lose its lead in science and technology.

MPS seeks to respond to the following recommendation regarding statewide specialty high schools made in the report: “Statewide specialty high schools. Specialty secondary education can foster leaders in science, technology, and mathematics. Specialty schools immerse students in high-quality science, technology, and mathematics education; serve as a mechanism to test teaching materials; provide a training ground for K–12 teachers; and provide the resources and staff for summer programs that introduce students to science and mathematics.”

MSA-Bell seeks to provide its students with access to STEM activities and ways of thinking in order to promote interest and engagement in STEM fields. These activities include having all students utilize technology in all classes,

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\(^3\) National Science Board; The Science and Engineering Workforce Realizing America’s Potential. November 2008
\(^6\) Source: http://www.nap.edu/openbook.php?record_id=12999&page=16
take computer classes during the school day and offering robotics, mathematics and science clubs as part of our comprehensive after school program.

California’s economy is highly dependent on technology, and therefore addressing the ongoing need for a strong S&E workforce in California is significant. In 2005, Governor Schwarzenegger asked the California Council on Science and Technology (CCST) to prepare a response to the National Academies report. In its final report the task force recommended: “Increase the number of Science, Technology, Engineering, and Mathematics (STEM) graduates at all levels, especially among Hispanics who represent the fastest growing and soon to be largest segment of California’s population.”

Further, the President’s Council of Advisors on Science and Technology (2010) describes the importance of middle and high school education as follows:

“The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation’s most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entire new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.” (PCAST, 2010)

With its vision to graduate “scientific thinkers who contribute to the global community as socially responsible and educated members of society” and its mission to “provide a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others,” MPS helps fill this gap by inspiring and preparing students to choose career paths in science and technology. Los Angeles is one of the focal points of the shortage mentioned above. MPS will address the shortage where help is needed most, Los Angeles County. Magnolia Public Schools attracts students from all backgrounds and all parts of Los Angeles County.

MSA-8 Bell has a record of performance that shows consistent yearly growth that meets the needs of its student population (please see section title MSA-Bell’s Record of Performance for more information). Consequently, MPS wishes to continue to operate MSA-8 Bell as a STEM-focused charter schools in LAUSD.

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Public School Choice Initiative

The Public School Choice (PSC) Resolution was adopted by the Los Angeles Unified School District (LAUSD) Board of Education on August 25, 2009 to provide new opportunities for families and communities within LAUSD to improve their local public schools.

The PSC Resolution was designed to improve school performance and increase student achievement through innovative, efficient, and rigorous school plans that increase student achievement at under-performing schools and newly built schools.

LAUSD has had four rounds of schools that have participated in the Public School Choice process with round 4.0 being the last with implementation in the 2013-2014 school year.

Each round consisted of applicant teams developing a school plan, conducting parents, high school students, and community outreach, receiving feedback from the Superintendent’s review panel and an implementation phase.

In an effort to extend its STEM focused successful education model to students of designated overcrowded and/or under-performing schools in the Los Angeles Unified School District (LAUSD), MPS participated in Round 1.0 of the PSC cycle. Through parent advisory vote and recommendation of the LAUSD Superintendent, MSA-Bell’s plan was approved to provide a new opportunity for families and communities in the city of Bell.

MSA-Bell is the realization of a long-awaited and desired educational institution in the neighborhood. MSA-Bell has partnered with the community and the District to locate the school at South Region MS#2 under the PSC resolution. MSA-Bell relieves Elizabeth Learning Center and Chester W Nimitz Middle School. The student populations at these schools share similar characteristics: a large number of students are from Hispanic backgrounds, with 98% at Elizabeth Learning Center and 98% at Chester W Nimitz Middle School. A large percentage of students are English Learners (39% at Elizabeth Learning Center and 29% at Chester W Nimitz Middle School.)

In adherence to the PSC Resolution, MSA-Bell is primarily designed to meet the needs of students from the attendance areas of designated overcrowded campuses and operates as a site-based school. MSA-Bell is co-located with two LAUSD schools in a three-story building, each school occupying its own floor, collectively called Orchard Academies. In its five years of operation, the Charter School has achieved an increasing trend of academic success and demonstrated organizational and financial stability.

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9 Source: http://achieve.lausd.net/Page/1893
MSA-Bell’s Record of Performance

MSA-Bell has successfully been one of the highest performing schools in the LAUSD in its comparison group of similar schools and has achieved one of the highest API scores compared to the resident schools identified by LAUSD. (See below “Surrounding Schools Demographic and Performance Data” and section 1.2, “Student Population to be Served.”) MSA-Bell has also been recognized by the California Business for Education Excellence (CBEE) as a STAR school on its Honor Roll Schools list in 2013. (CBEE identifies and recognizes higher performing schools in the state, particularly higher poverty schools that are closing achievement gaps and those with a focus on STEM proficiency.)

MSA-Bell is proud of the academic achievements that have been achieved over the past 5 years. The following charts were extracted from the Public School Choice Spring 2015 Report that was submitted on June 10, 2015. Figure 1 below shows the EL Reclassification Rate for MSA-Bell from its inception. The marked increase in reclassification rate for the 2014-15 school year can be credited to MSA-Bell utilizing the Co-Teaching model for struggling students and the commencement of our English Learner Intervention classes.

Figure 1 – Historical EL Reclassification Rates

<table>
<thead>
<tr>
<th>Language Fluency</th>
<th>EL Total #</th>
<th>Reclassification Rate</th>
<th>Initial Eng. Prof. (IFEP)</th>
<th>Redesig. Fluent Eng. Prof. (RFEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>87</td>
<td>20.14%</td>
<td>90</td>
<td>210</td>
</tr>
<tr>
<td>2011-2012</td>
<td>85</td>
<td>17.56%</td>
<td>101</td>
<td>210</td>
</tr>
<tr>
<td>2012-2013</td>
<td>97</td>
<td>19.64%</td>
<td>104</td>
<td>212</td>
</tr>
<tr>
<td>2013-2014</td>
<td>87</td>
<td>19.54%</td>
<td>87</td>
<td>230</td>
</tr>
<tr>
<td>2014-2015</td>
<td>72</td>
<td>27.78%</td>
<td>70</td>
<td>256</td>
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</tbody>
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INTERNAL TESTING DATA

With the passage of AB 484, MSA-8 Bell would no longer have CST data for ELA and mathematics to analyze the academic growth of our school as a whole and for all groups we serve. MSA-8 Bell has chosen to continue utilizing Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) exams to monitor the academic growth of our students. This is a suite of assessments that is recognized by the National Center on Response to Intervention as an effective way to monitor students’ growth response to the various enrichment and intervention programs at MSA-8.

The MAP exams are computer adaptive assessments that students take in three subject areas: reading, language usage and mathematics. The examinations are based on the Common Core standards for academic year 2014-2015, after having transitioned gradually over the past two academic years. Students receive RIT (Rasch unit) scores for each exam and sitting, that are equal-interval vertical scale scores, that can be used to compare student performance relative to state standards and national achievement & growth norms.

NWEA provides target scores for the students to reach in the Spring based upon their scores from the Fall administration of the MAP tests in Reading and Math. The charts below display the growth in student scores by grade level. The yellow diamonds are the expected growth for each grade level, and the green bars are the actual growth. It can be seen that students at MSA-Bell exceeded the projected growth for both tests across all grade levels. Figure 2

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Source: www.cbee.org
shows the growth of student by grade for the Reading exams, and Figure 3 shows the same for the Math exams.

**Figure 2: 2014-15 MAP Testing growth by grade level: READING**

![Reading Growth Chart](image)

**Figure 3: 2014-15 MAP Testing growth by grade level: MATH**

![Mathematics Growth Chart](image)

MSA-Bell utilizes this data to examine how well the needs of our English Learners (EL), Students with Disabilities (SPED) and students who receive Free and/or Reduced Price Lunch (FRL) are being met by the educational model of the school. Figure 4 below shows the projected growth (yellow diamonds) and the actual growth (green bars) for these populations for the Math and Reading tests. Each subgroup exceeded its expected growth for each exam.

**Figure 4: 2014-15 MAP Testing growth for subgroups: MATH & READING**
MSA-Bell provides students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. MSA-Bell strives to help students from all backgrounds to participate in its advanced studies programs which includes accelerated math offerings and academic after-school clubs such as Lego Robotics and through which students prepare for nationwide and international competitions. MSA-Bell implements programs for college readiness such as FAFSA Awareness workshops for parents, college fairs, field trips to top research universities and PSAT or ACT administrations. Many of these components are part of the Second Step character education course to help our students become college bound and lifelong learners.

MSA-Bell’s teachers are NCLB highly qualified in their subject areas. Students have access to excellent core academic programs which are complemented by strong curricular and extra-curricular activities, including after-school programs, home visits\(^{11}\), motivational guest speakers, parent meetings, university and college visits, and field trips that shape the educational vision of the student and the family.

MSA-Bell targets a student population that is academically low-achieving, and has developed its program to specifically benefit this group of students. As described in detail in section 1.4, “Instructional Design,” MSA-Bell identifies low-achieving students through computer adapted tests\(^{12}\) (MAP, Accelerated Reader and Accelerated Math) at least quarterly and provides early intervention classes and after-school tutoring that includes Saturday school. Goals are set with the student for specific subject areas based on the assessment data and students are assigned mentors. Each student’s academic progress is monitored by the subject teachers and the dean of academics. Computer adapted tests provide the faculty and the student/parent an accurate measure of student’s academic growth throughout the year.

A. Academic Performance Data

Renewal Criteria:

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

\(^{11}\) See section 1.4 for detailed information on home visits.

\(^{12}\) See section 1.4.1, “Data Driven Design” for more information on use of computer adapted tests.
(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

Upon submission, the District reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605 and 47607. The District’s review process includes the following:

- Determination whether the charter school meets the minimum academic performance criteria for renewal eligibility (Ed. Code § 47607(b));
- Analysis of the school’s academic performance data to determine whether and to what extent the school has produced increases in academic achievement for all numerically significant subgroups of students served by the charter school (Ed. Code § 47607(a)(3));
- Review of the charter petition to assess the soundness of the described educational program; ensure it contains the required affirmations; and ensure it contains reasonably comprehensive descriptions of 16 specific elements (Ed. Code § 47605(b)); and
- Assessment whether the petitioners are demonstrably likely to successfully implement the program, which includes review of the school’s record of past performance and future plans regarding academics, finances, and operations, as demonstrated in part by the results of annual Charter Schools Division oversight and the school’s achievement classification on the District’s School Performance Framework. (Ed. Code § 47605(b); 5 CCR § 11966.4.)

Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

MSA-Bell Meets Renewal Criteria:

The following shall serve as documentation confirming that MSA-Bell exceeds the statutory criteria required for renewal as set forth in Ed. Code § 47607(b).

- MSA-Bell has met its API growth target in the last two years, both schoolwide and for all numerically significant student subgroups served by the charter school, exceeding the minimum threshold criteria in Ed. Code § 47607(b)(1).
- MSA-Bell has achieved a statewide API rank of 4 in the prior year, meeting the minimum threshold rank of 4 required in Ed. Code § 47607(b)(2).
- MSA-Bell has achieved a similar schools rank of 5 in the prior year, exceeding the minimum threshold rank of 4 required in Ed. Code § 47607(b)(3).
- Academic performance of MSA-Bell exceeds the academic performance of the public schools that the charter school pupils would otherwise have been required to attend. (Please see the Surrounding Schools Demographic and Performance Data table and the tables below for more information.)
Annual Performance Index (API) Growth

MSA-Bell met its API growth target in 2013, both schoolwide and for all numerically significant student subgroups served by the charter school, as shown in Table 1.

Table 1 – API Growth and Targets Met, 2013 Growth

<table>
<thead>
<tr>
<th>Number of Students Included in 2013 API</th>
<th>Numerically Significant in Both Years</th>
<th>2013 Growth</th>
<th>2012 Base</th>
<th>2012-13 Growth Target</th>
<th>2012-13 Growth Met Growth Target</th>
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<tbody>
<tr>
<td>Schoolwide</td>
<td>479</td>
<td>763</td>
<td>714</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>No</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>No</td>
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<td></td>
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<tr>
<td>Asian</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>467</td>
<td>Yes</td>
<td>763</td>
<td>713</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>12</td>
<td>No</td>
<td>775</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>455</td>
<td>Yes</td>
<td>760</td>
<td>712</td>
<td>5</td>
</tr>
<tr>
<td>English Learners</td>
<td>283</td>
<td>Yes</td>
<td>726</td>
<td>684</td>
<td>6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>36</td>
<td>No</td>
<td>435</td>
<td>348</td>
<td></td>
</tr>
</tbody>
</table>

MSA-Bell met its API growth target in 2012, both schoolwide and for all numerically significant student subgroups served by the charter school, as shown in Table 2.

Table 2 – API Growth and Targets Met, 2012 Growth

<table>
<thead>
<tr>
<th>Number of Students Included in 2012 API</th>
<th>Numerically Significant in Both Years</th>
<th>2012 Growth</th>
<th>2011 Base</th>
<th>2011-12 Growth Target</th>
<th>2011-12 Growth</th>
<th>Met Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>467</td>
<td>713</td>
<td>652</td>
<td>7</td>
<td>61</td>
<td>Yes</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>459</td>
<td>Yes</td>
<td>712</td>
<td>658</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td>504</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With its successful education model and through hard work, MSA-Bell has consistently increased its Academic Performance Index (API) score over the years as shown in Fig. 1.

*Figure 1 – MSA-Bell’s API Growth over the Years*

**Statewide API Rank**

MSA-Bell has achieved a statewide API rank of 4 in the prior year, meeting the minimum threshold rank of 4 required in Ed. Code § 47607(b)(2).

*Statewide API Rank*

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
</tr>
</tbody>
</table>

**Similar Schools Rank**

MSA-Bell has achieved a similar schools rank of 5 in the prior year, exceeding the minimum threshold rank of 4 required in Ed. Code § 47607(b)(3).

*Similar Schools Rank*

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
</tbody>
</table>
Surrounding Schools Demographic and Performance Data

The following matrix contains demographic and performance data for both District and charter schools located within a two-mile radius of the location of the Charter School. The current address of the Charter School is 6411 Orchard Ave, Bell, CA 90201.

Table 3 – Surrounding Schools Demographic and Performance Data\(^{13}\)

| SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Address:** 6411 Orchard Avenue, Bell, CA 90201 |
| LAUSD Schools | # of Students 2013-14 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-13 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
| Orchard Academies 2B (6-8) | 460 | 94.3% | 17% | 18.5% | Hispanic 98.5% | White 1.1% | 712 | Yes | No | 678 | 2 | 2 | Watch |
| Orchard Academies 2C (6-8) | 457 | 94.7% | 13% | 26.5% | Hispanic 98.0% | White 1.3% | 643 | No | No | 620 | 1 | 1 | Watch |
| Chester Nimitz MS (6-8) | 1975 | 84.5% | 10% | 17.1% | Hispanic 99.4% | White 0.3% | 738 | Yes | No | 720 | 3 | 4 | Watch |
| Henry Gage MS (6-8) | 1864 | 87.3% | 10% | 20.5% | Hispanic 99.2% | White 0.4% | 696 | Yes | No | 677 | 1 | 1 | Watch |
| Elizabeth Learning Center (K-12) | 1786 | 88.1% | 10.1% | 31.4% | Hispanic 97.5% | White 0.8% | 720 | No | No | 719 | 3 | 7 | Watch |
| Ellen Ochoa Learning Center (K-8) | 1478 | 90.1% | 8.9% | 43.1% | Hispanic 98.7% | White 0.7% | 720 | Yes | No | 712 | 2 | 2 | Watch |
| Charter Schools | | | | | | | | | | | | |
| MSA-Bell (6-8) | 497 | 94.4% | 9% | 17.5% | Hispanic 97.0% | White 3.0% | 763 | Yes | Yes | 711 | 4 | 5 | Service & Support |

\(^{13}\) Source: CDE DataQuest
Comparison with Surrounding Schools

MSA-Bell has achieved one of the highest API scores of all neighboring similar LAUSD schools that MSA-Bell students would otherwise attend. Fig. 2 and Fig. 3 show 2013 Growth API score and 2011-13 API 3-Year Average score of MSA-Bell, respectively, as compared to the API growth of the similar schools in the District. (Source for data: CDE Dataquest)

*Figure 2 – MSA-Bell's 2013 Growth API Score Compared to Schools with Neighboring Similar Demographics in LAUSD*
MSA-Bell community strives for excellence and will continue to improve our API growth rate in the upcoming years. Furthermore, MSA-Bell has been able to increase the API score of socio-economically disadvantaged students significantly as compared to LAUSD and similar schools in the District (Fig. 4).

Figure 4 – MSA-Bell's 2013 Growth API Score Comparison Among Socio-economically Disadvantaged Students
B. Major Achievements

The followings are some of the other many accomplishments of MSA-Bell:

- MSA-Bell has been recognized by the California Business for Education Excellence\textsuperscript{14} (CBEE) as a STAR school on its Honor Roll Schools list in 2013. (CBEE identifies and recognizes higher performing schools in the state, particularly higher poverty schools that are closing achievement gaps and those with a focus on STEM proficiency.)

- MSA-Bell has developed four school-wide focus areas that drive our curricular, instructional, and assessment goals towards raising student achievement:
  
  \begin{itemize}
    \item \textbf{Academic Rigor}
      \begin{itemize}
        \item Use data to drive curricular and instructional decisions and inform the development of differentiated instruction
        \item Continue meeting API growth targets and AYP school-wide in all subgroups
        \item Use the inquiry process to approach learning and decision-making
      \end{itemize}
    \item \textbf{College Readiness}
      \begin{itemize}
        \item Commitment to higher education and high expectations
        \item Support college tours with relevant and engaging assignments
        \item Environment, program, and activities support students’ understanding that college is a certainty.
      \end{itemize}
    \item \textbf{STEM Instruction}
      \begin{itemize}
        \item Science, math, engineering, and technology literacy are supported by collaboratively planned projects across the curriculum.
        \item Presentations by and involvement of STEM professionals supplement the education program
        \item All faculty engage in learning activities to increase STEM literacy.
      \end{itemize}
    \item \textbf{School Environment}
      \begin{itemize}
        \item Curriculum, instruction, and daily life at school reflect a culture of respect.
        \item Strong school-home communication supports student learning.
        \item All staff, students, and parents are stakeholders in the implementation of the school safety plan.
      \end{itemize}
  \end{itemize}

- MSA-Bell has transitioned to the Co-Teaching model to service our students with special needs. We have one Education Specialist and one Special Education Aide per grade level.

- MSA-Bell has created and exudes a school wide “College-Going Culture” through our Student Learning Outcomes (SLO), rigorous academic curriculum, and field trips to colleges/universities.

- MSA-Bell curricular and instructional decision-making is completely data-driven. All teachers and administrators routinely utilize data through various formative and summative assessments to drive instruction and check for understanding.

\textsuperscript{14} Source: www.cbee.org
• MSA-Bell has a “Culture of Higher Expectations” for all members of the school: students, parents, teachers, staff and administration.

• MSA-Bell has met internal growth expectations in Measures of Academic Progress (MAP) Math and Reading tests that students take three times a year.

• 78% of MSA-Bell’s eighth graders scored Proficient or Advanced on the Science CST administrated in Spring 2014.

• MSA-Bell provides a safe and nurturing environment for its students conducive to learning. Specifically, our school-wide behavior support model, which is consistent with the District’s school-wide discipline foundation policy, has allowed us to significantly reduce the number of suspensions by finding research-based alternatives to suspension.

• MSA-Bell has implemented school wide core values and themes that are embedded in the school’s culture.

• 100% of MSA-Bell’s student body is enrolled in a grade level or above math course as defined by the state of California.

• MSA-Bell has implemented annual school-wide Science and History Fairs where every student has created a project.

• Since opening in 2010, MSA-Bell has doubled the regular parent attendance at our monthly Parent Task Force (PTF) meetings.

• MSA-Bell has created a School Spirit and Leadership Academy to strengthen our school culture and student involvement. This promotes a sense of ownership and pride in the school.

• MSA-Bell adopted the Accelerated Reader program and students have shown significant gains in reading comprehension skills.

• To better reinforce our Professional Learning Communities, Department and Grade Level Chairs were added in the 2012 school year. Department and Grade Level Chairs serve as a link between teachers and administrators, and offer support and guidance to colleagues.

• MSA-Bell added the position of Dean of Academics before the 2011-2012 school year. The Dean of Academics is in charge of keeping students accountable for meeting high expectations and developing a plan for student academic growth.

• MSA-Bell created the position of Dean of Culture to spearhead parent and community outreach starting during the 2014-2015 school year. The Dean of Culture coordinates home visits, community events and instructs the character education class for our students.

• MSA-Bell has expanded our Special Ed population in order to better serve the community.

• MSA-Bell has hired a teacher-librarian and opened a school library so that every student has access to thousands of books. This has helped to promote literacy and a passion for reading among our students. Our school accounts for 77% of all circulation at our school site even though our students make up approximately 1/3 of the student population.

• In order to provide a safe and consistently clean campus, MSA-Bell has hired our own full-time custodian.

• MSA-Bell fully implements the CCSS.
- MSA-Bell teachers are using the Cooperative Learning framework of classroom management and instruction from Kagan and Associates to ensure effective group-based learning.

- MSA-Bell teachers use the Rubicon ATLAS online planning software in order to co-plan and collaborate between co-teachers and other content teachers at other MPS sites.

- MSA-Bell added position of IT Coordinator to support all stakeholders in their use of technology. In addition to maintaining the school’s technological hardware and updating the school’s website, the IT Coordinator holds workshops to help parents better use technology to help their students’ development.

- MSA-Bell added the position of EL Interventionist to coordinate intervention and goal-setting for our EL students, utilizing research-based programs such as ACHIEVE3000.

- MSA-Bell provides 69,310 instructional minutes, exceeding the state minimum of 54,000 minutes by nearly 15,000.

- MSA-Bell students have created cross-curricular STEM-based projects such as the 8th grade roller coaster project, first completed in 2012, and the 6th grade Egyptian mummification and pyramid project that started in 2014.

- MSA-Bell hosts math and ELA intervention sessions starting at 7 a.m.

- MSA-Bell partners with Total Education Solutions to provide supplemental educational services over the summer.

- MSA-Bell teachers are able to reserve Google Chromebooks and iPads for use in their classrooms.

- MSA-Bell math and ELA classrooms will have computer workstations for students and teacher to use.

- MSA-Bell is partnering with city of Bell council, and Community Services Supervisor to participate in city outreach events such as Earth day, blood drives and blanket/food drives.

- Through the CDE’s ASES grant program, MSA-Bell has been given the opportunity to expand our comprehensive after school program to where all teachers host two hours of after school tutoring per week and over 20 after school clubs/teams are available for students.

- MSA-Bell teachers meet as departments to ensure effective implementation of CCSS by creating lessons, curriculum maps and engaging in reflection/self-improvement exercises.

- Since the 2012-2013 school year, MSA-Bell has had a Common Core Committee of teachers and administrators which has allowed us to smoothly transition to the new CCSS and support teachers across all subject areas as they develop their instructional skills.

- The PE department has helped students at MSA-Bell improve the Physical Fitness Test by 10% in all six categories, in alignment with Team California for Healthy Kids.

- MSA-Bell has started an annual Physical Fitness Week in the spring where staff and students engage in friendly fitness competitions at lunch and teacher in all subject areas integrate fitness and nutrition into their instruction.

- Research shows that students who have a proper intake of nutrition are more focused and achieve higher results, so MSA-Bell has increased the percentage of students that eat breakfast and lunch by participating in the Breakfast in the Classroom (BIC) program and starting the school year with a more structured lunch break.
The Athletic Department, which is comprised of more than eight different sports teams, has been instrumental in involving students with after school activities. Students both on and off the teams have increased school spirit and have developed a sense of camaraderie. Student-Athletes are held accountable with weekly grade reports and a code of conduct. All student-athletes must maintain at least a 2.0 GPA and a positive CoolSIS standing. Our sports teams have won several awards and recognitions, including:

- **Team** | **Award** | **Date**
  - Flag Football | CPSAA, Sportsmanship Award | Fall 2010
  - Girls’ Basketball | CPSAA, 1st place | Spring 2011
  - Girls’ Volleyball | MPS, 1st place | Fall 2011
  - Boys’ Soccer | CPSAA, 1st place | Spring 2012
  - Girls’ Volleyball | MPS, 1st place | Fall 2012
  - Flag Football | MPS, 1st place | Fall 2013
  - Flag Football | CMSSP, 2nd place | Fall 2013
  - Boys’ Basketball | MPS, 2nd place | Fall 2014
  - Girls’ Volleyball A & B | MPS, 1st & 2nd place | Winter 2014
  - Girls’ Volleyball | CMSSP, 1st place | Winter 2014
  - Girls’ Basketball | CMSSP, 2nd place | Spring 2014
  - Girls’ Basketball | CMSSP, Sportsmanship Award | Spring 2014
  - Girls’ Volleyball | KIDS in Sports 14U Elite Div., 1st place | Summer 2014

MSA-Bell reaches out to our co-located schools in order to establish an intramural sports program to grow the culture at our shared school site.

MSA-Bell is partnering with the Foundation for Interscholastic Youth Athletics (FIYA) to provide opportunities for competition with other school within a framework that is competitive and emphasizes sportsmanship.

MSA-Bell STEM teams (LEGO Robotics, Advanced Math Program) have been participating in local and global competitions. Here is a list of the awards our students have received:

- **Competition** | **Award** | **Date**
  - MPS Science Fair | 1st place, Engineering | Spring 2011
  - LA County Science Fair | Honorable Mention | Spring 2011
  - American Mathematics Competitions | 1st place | Spring 2011
  - LEGO Robotics | Robot Performance | Fall 2011
  - LEGO Robotics | Robot Design | Fall 2011
  - LEGO Robotics | Teamwork | Fall 2011
  - LEGO Robotics | Overall Champion | Fall 2011
  - ACC Omarpe Computer Science Competition | 4th place, Overall | Spring 2012
  - Gauss League Math Competition | Honorable Mention | Spring 2012
  - CStory Computer Technology Contest | Honorable Mention | Spring 2012
  - LEGO Robotics | Project Design | Fall 2012
  - LEGO Robotics | Honorable Mention | Fall 2013
  - Gauss League Math Competition | 7th place, Overall | Spring 2013
  - ACC Omarpe Computer Science Competition | 3rd place, Overall | Spring 2013
C. Major School Needs

The followings are some of the major needs of MSA-Bell:

- MSA-Bell needs to continue its focus on the recently developed four school wide academic goals: Academic Rigor, College Readiness, STEM Instruction, and School Environment.
  - Action Steps: monitor teacher curriculum development and instruction via RubiconATLAS and observations; ensure students are aware of the steps necessary to attend college, have a college & career ready courses and are exposed to STEM-related programs at top research universities in the area such as CalTech; incorporate STEM as a theme across the curriculum; and continue implementing the Positive Schoolwide Behavior plan.

- MSA-Bell needs to continue with its strategic plan to raise the rates of proficiency for its students in mathematics and ELA for all students through teacher collaboration, monitoring student progress, and using data to drive instructional needs.
  - Action steps: MSA-8 will continue its PowerMath program for its 6th graders and small group math intervention for EL students. MSA-8 has an EL interventionist who monitors classroom instruction for EL students in all subject areas and has created an EL intervention curriculum that includes assessments of student progress to generate data to inform instruction in ELD classes and mainstream classes.

- MSA-Bell needs to establish more partnerships with community-based organizations that support the school’s mission and vision.
  - Action steps: MSA-8 administrators and teachers will reach out to organizations that are outreach- and STEM-focused to partner with to support our students in becoming scientific thinkers who contribute to the global community by giving presentations, holding events at the school on such topics, and participating in outreach events such as food/blanket drives for area families in need and fundraising for the Leukemia & Lymphoma Society.

- MSA-Bell needs to foster collaboration with the two schools with which we share our campus facilities.
  - Action steps: MSA-8 coaches will continue to grow the intramural sports program to promote a positive school site community. Administrators will continue to collaborate on common topics such as school safety, traffic flow around the school and optimizing the use of technology on campus.

- MSA-Bell needs to improve parent involvement within the school.
  - Action steps: MSA-8 will better inform parents about upcoming events via fliers, phone calls and mailings, has created the position of Dean of Culture to reach out directly to parents via home visits and hosts parent seminars about various topics in order to elicit more parent feedback regarding MSA-8’s programs. In addition, the IT coordinator will guide parents in establishing e-mails to improve communication between parents and teachers.
- MSA-Bell teachers need more professional development in the areas of: technology use, EL instruction, and CCSS instruction.
  - Action steps: In addition to utilizing LACOE trainings and other off-site PDs in the area of CCSS instruction, MSA-8 will use its positions of IT coordinator and EL interventionist to provide on-site whole-staff and individualized PD in the areas of technology use and EL instruction.

- MSA-Bell needs to improve the homework completion rate and organizational skills of the students.
  - Action steps: MSA-8 staff will ensure that all students have an academic planner and MSA-8 teachers will perform regular planner checks to ensure that they are being used. In addition, the IT coordinator will guide parents in establishing e-mails to improve communication between parents and teachers.

- MSA-Bell needs to raise the rate of reclassification for our CELDT students and meet Annual Measurable Achievement Objective (AMAO) Targets.
  - Action steps: MSA-8 has hired an EL interventionist to provide EL instruction in small groups during the school day and observe teachers to support their use of EL instructional strategies. The instruction will be based on CELDT data and domains to prepare students for success on the current CELDT and future ELPAC exams. Parent feedback from ELAC meetings will be used to inform the curriculum and assessment given to EL students. Additionally, MSA-8 Bell will increase its home-school communication with these families by sending a minimum of 4 academic and ELD progress reports to create a partnership to help students succeed.

- MSA-Bell needs to begin gathering resources for the transition to Next Generation Science Standards.
  - Action steps: Department PD time will be designated for science teachers to review NGSS curriculum changes. Science teachers will request classroom/lab supplies that are needed to meet new standards. Science teachers are members of the National Science Teachers Association and are required to attend the annual area conference.

- MSA-Bell needs to incorporate CCSS writing and new ELD standards in all subject areas.
  - Action steps: The Common Core Committee will meet to develop expectations and strategies for all teachers to incorporate the CCSS writing standards. MSA-8 administrators and the EL interventionist will ensure that ELD standards are being incorporated in all subject areas via observations and monitoring of teacher lesson planning. The EL interventionist will co-teach and co-plan with all teachers throughout the year to increase their capacity in this area.

- MSA-Bell needs to continually improve and revise our LCAP, with optimal participation from all stakeholders.
  - Action steps: MSA-8 administrators will solicit input from all stakeholders during meetings held throughout the year with teachers, students, parents and community members. This data will be used to evaluate, update and revise the LCAP for MSA-8.
addition, MSA-8 will administer surveys to stakeholders to solicit information from individuals who are unable to attend the meetings.

- MSA-Bell administration needs to continue to provide PD and support for our new Co-Teaching model of SPED instruction.
  - Action steps: MSA-8 is increasing its on-site capacity to serve all learners by adding the position of school psychologist. MSA-8 will contract with outside providers of PD such as LACOE Department of Special Education and CSUN's Mitchell School of Education and utilize classroom observations to give trainings and provide feedback about the Co-Teaching model. The MPS Director of Special Education will hold quarterly PD sessions at the school site for staff members.

- MSA-Bell ELA and math teachers will work with the computer teachers to have students complete performance task style projects and activities prior to the SBAC administration.
  - Action steps: MSA-8 administrators will monitor the implementation of performance-task style projects that ELA, math and computer teachers collaborate to develop and administer.

- Every MSA-Bell student will complete at least one research project annually.
  - Action steps: MSA-8 teachers and the librarian will work together to schedule time for students to complete research at least one project during the school year.

- MSA-Bell teachers will provide cooperative learning frameworks for students to engage in critical discussions.
  - Action steps: MSA-8 staff will receive PD from Kagan and Associates on the Cooperative Learning model and will implement it in every classroom to provide a framework for cooperative learning. This implementation will be monitored by MSA-8 administrators via observations.

- MSA-Bell’s new position of IT Coordinator will improve the school’s website to showcase the myriad of activities and events that make up our school culture.
  - Action Steps: The IT coordinator for MSA-8 Bell will update the website regularly to ensure that the activities and events of the school are presented on a visually appealing and easily-navigable website.

- 25% of students will receive home visits to be coordinated by the new position of Dean of Culture.
  - Action steps: The MSA-8 Dean of Culture will coordinate home visits for staff (teachers, administrators and aides) for 25% of students to be completed by the end of the 2014-2015 academic year. The initial focus will be on students that are new to MSA-8, including 6th graders and the new cohort of 7th grade students. Parents of LTEL students will also be visited to build the home-school connection of support for those students.
1.2 STUDENT POPULATION TO BE SERVED

In adherence to the PSC Resolution, MSA-Bell is primarily designed to meet the needs of students from the attendance areas of designated overcrowded campuses and operates as a site-based school. MSA-Bell is co-located with two LAUSD schools in a three-story building at 6411 Orchard Ave, Bell, CA 90201, each school occupying its own floor, collectively called Orchard Academies.

MSA-Bell is the realization of a long-awaited and desired educational institution in the neighborhood. MSA-Bell has partnered with the community and the District to locate the school at South Region MS#:2 under the PSC resolution. MSA-Bell relieves Elizabeth Learning Center and Chester W Nimitz Middle School. The student populations at these schools share similar characteristics: a large number of students are from Hispanic backgrounds, with 98% at Elizabeth Learning Center, 99% at Ellen Ochoa Learning Center, and 98% at Chester W Nimitz Middle School. A large percentage of students are English Learners (39% at Elizabeth Learning Center and 29% at Chester W Nimitz Middle School.)

Description of Bell and Surrounding Communities

The city of Bell that the charter school wishes to serve presents the characteristics of a heavily immigrant, working-class community that has many families that fall into the category of socio-economically disadvantaged.

Bell is a small, densely packed city with an area of 2.5 square miles and a population of 35,477 as of 2010. Nearly two thirds of the households in Bell live in rental housing units, indicating that homeownership is a challenge for many. The city of Bell is 93% Hispanic or Latino, with 89% of the population speaking a language other than English in their homes. The city of Bell is heavily immigrant with almost half of the population (44%) being born in another country.

The per capita income of residents of Bell is $12,323 with a median household income of $36,654. When compared to the California averages of $29,551 and $61,400 respectively, it is clear that the residents of Bell face economic challenges. Additionally, 28.5% of the population lives below the poverty level in Bell, nearly twice the rate of California as a whole. The surrounding communities of Cudahy and Huntington Park have similar density, demographic and socioeconomic characteristics of being small, dense cities with a high Hispanic/Latino population with below-average income levels.

These statistics have lead to the development of a school-wide outreach plan that takes into consideration the facts that Bell is a working class neighborhood with many Spanish-speaking parents that are not always available during the day. These plans include items such as parent conferences being held until 7pm, parent meetings being held on the weekends and the creation of a Dean of Culture to coordinate home visits with families during times that are convenient for them. MSA-8 communicates with parents in both English and Spanish including: phone messages, newsletters and flyers, parent meetings at the school and assemblies. Additionally, MSA-8 hosts parent information

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19 Source: http://quickfacts.census.gov/qfd/states/06/0604870.html
20 http://quickfacts.census.gov/qfd/states/06/0604870.html
21 Source: http://quickfacts.census.gov/qfd/states/06/0604870.html
22 Source: http://quickfacts.census.gov/qfd/states/06/0604870.html
23 Source: http://quickfacts.census.gov/qfd/states/06/0604870.html
24 Source: http://quickfacts.census.gov/qfd/states/06/0617498.html
25 Source: http://quickfacts.census.gov/qfd/states/06/0636056.html
sessions in both English and Spanish where they learn about issues their students are facing and participate in technology education in the computer labs to learn how to sign up for email accounts and help their children apply to their desired high school.

The economic challenges the students face are addressed by the school providing materials for them such as tri-fold boards for science projects and having a payment plan for school & PE uniforms. MSA-8 contracts with CSUN’s Mitchell Family Clinic to come to MSA-8 to provide weekly counseling to students who would like it, but do not have other access to it, due to not having an IEP/504 plan, financial constraints or other factors beyond their control. This program has a rolling enrollment structure that provides flexibility to add students as new issues arise or exit students as they are comfortable on their own.

The charter school reaches out to other schools and the community at large via events such as open houses, academic competitions for potential students currently in 4th-6th grade, and going to community events such as art festivals, events at local churches and holding events at parks. MSA-8 administrators and teachers reach out to council members and the mayor for quarterly meetings to address issues that are outside of the school’s control such as participating in community safety committees to have the traffic patterns around the school adjusted for student safety via signs and the creation of no parking zones.

The Charter School recruits students from all areas of LAUSD, predominantly from the attendance areas of designated overcrowded campuses, with a goal of creating an economically and ethnically diverse student population. MSA-Bell intends to recruit students from low income and socio-economically disadvantaged families. MSA-Bell has been successful with and will continue to attract students from such demographics through its free after-school tutoring, academic intervention/enrichment classes, advanced studies program, home visits programs, and through its recruitment efforts as explained in Element 7.

MSA-Bell implements a recruitment process to achieve racial and ethnic balance among its students that is reflective of the general population within the territorial jurisdiction of LAUSD. As explained in Element 7, Charter School will strive to achieve and maintain the LAUSD’s Racial and Ethnic Balance Goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The overall profile of the student population will likely reflect the demographics of nearby neighborhoods and surrounding public schools. Please see section 1.1 for demographics and academic achievement information of the public schools surrounding MSA-Bell. MSA-Bell believes it can substantially decrease the burden on the area schools and similarly produce productive citizens with its STEM-focused, college prep program.

MSA-Bell addresses the interests, background, and challenges of its target student population in the following ways, which are described in more detail throughout the charter petition: co-teaching; embedded supports; differentiated instruction; home-school connection; and specific supports for foster youth.
Key School Demographics

Please see the following figures for key school demographics at MSA-Bell. (Sources: CDE Data Quest and SARC Reports26)

Figure 5 – 2013-14 Student Enrollment by Ethnicity

![2013-14 Student Enrollment by Ethnicity](chart)

Figure 6 – Percent of Students Eligible for Free/Reduced Lunch

![Percent of Students Eligible for Free/Reduced Lunch](chart)

Figure 7 – Comparison Schools 2013-14 Percent of Students Eligible for Free/Reduced Lunch

26 Chester Nimitz MS: http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=8268
Henry Gage MS http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=8151
Elizabeth Learning Center http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=3548
Ellen Ochoa Learning Center http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=2372
Orchard Academies 2B http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=5153
Orchard Academies 2C http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe?w3exec=sarc4&which=5154
Figure 8 – Percent of English Learners

Figure 9 – Comparison Schools 2013-14 Percent of English Learners
Figure 10 – Percent of Special Ed. Students

Percent of Special Ed. Students

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Figure 11 – Comparison Schools 2013-14 Percent of Special Ed. Students

Comparison Schools 2013-14 Percent of Special Ed. Students

- Chester Nimitz MS: 10%
- Henry Gage MS: 10%
- Elizabeth Learning Center: 10%
- Ellen Ochoa Learning Center: 9%
- Orchard Academies 2B: 17%
- Orchard Academies 2C: 13%
- MSA-Bell: 9%
Projected Grade Level Enrollment

MSA-Bell opened its doors in September of 2010 with 441 students in the city of Bell. The Charter School currently serves 495 students in grades 6-8 at full capacity. Please see the following figure for student enrollment data in time series. The actual enrollment numbers for each grade level is dependent on the number of classes that are opened in each grade level and the number of applications. Pursuant to the PSC program, of the 496 enrollment capacity 465 is the designated number of students that need to be served from the attendance area of the designated overcrowded schools.

![Student Enrollment Time Series](image)

Please see the following table for projected grade level enrollment at MSA-Bell for the following five years. To reach its enrollment targets, MSA-Bell has created a recruitment plan and done many outreach activities as outlined in general terms in Element 7. The Charter School has a three-year success story with a growth API score of 763 in 2013. The successful education model of the school presents a great choice to the students and parents of LAUSD. We are confident that our diverse outreach efforts, supported by our success, will contribute to meeting our enrollment targets.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>166</td>
<td>165</td>
<td>165</td>
<td>166</td>
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<tr>
<td>7</td>
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<td>165</td>
<td>166</td>
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<tr>
<td>8</td>
<td>165</td>
<td>166</td>
<td>166</td>
<td>165</td>
<td>165</td>
</tr>
<tr>
<td>Total</td>
<td>496</td>
<td>496</td>
<td>496</td>
<td>496</td>
<td>496</td>
</tr>
</tbody>
</table>
1.3 GOALS AND PHILOSOPHY

Vision

Graduates of Magnolia Public Schools (MPS) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Mission

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

Core Values

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

Value: Scholarship
Value: Critical Thinking
Value: Effective Communication
Value: Social Responsibility

Student Learning Outcomes (SLOs)

MPS graduates will be:

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
An “Educated Person” in the 21st Century

As the sociologist Francis Fukuyama stated, our economy has shifted from an industrial base to a technology base, with the digital exchange of information being the cornerstone. It has become apparent that our nation’s economic future will require a technologically competent and highly adaptable workforce. Problems facing our society at all levels are increasingly scientific and technological in nature. To address these concerns effectively, Americans need to be science literate. A good science education will help students acquire “scientific habits of thinking,” an important component of critical thinking. Students at MSA-Bell have the opportunity to interact with technology in every class, from their weekly computer classes to the technology that is available for other classrooms such as Chromebooks, iPads and laptops. Students need to be technologically literate in order to be prepared for the 21st century career opportunities they will have available. In their classes students are expected to demonstrate their research acuity by using their critical thinking skills to evaluate the validity of the sources they encounter, especially while doing online research. This will prepare all students to meet the research/inquiry strand of English Language Arts/Literacy CCSS.

MSA-Bell and all MPS schools believe that educated citizens of the 21st century must have a solid background in science and math as well as in history and literature. With such knowledge, they not only will be able to keep up with the rapid growth of science and technology but they also will be able to contextualize it and understand what it means.

Educated citizens of the 21st century must have a love of learning that will enable them to be self-motivated lifelong learners who can adapt easily and quickly to changes. They must be able to work productively and cooperatively in a multicultural environment. In addition, educated citizens must be effective language users, adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness.

MSA-Bell graduates will have an understanding of the world and be confident of the roles that they will accept in life. They will be competent researchers, able to investigate questions they will face in college and throughout their careers.

How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school. The rigorous CCSS-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSA-Bell offers Second Step courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

Students are given opportunities to construct their knowledge through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, MSA-Bell teachers assume the role of facilitators of meaningful learning experiences. Students build on existing knowledge as facilitated experiences help them discover the underlying concepts for themselves. This process deepens students’ knowledge and stimulates their curiosity and passion for learning. Students will discover how to learn, and develop the skills to become self-empowered learners. Experiential methods will engage each student and facilitate understanding of core concepts.

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MSA-Bell’s after school programs will offer academic assistance to students who need it and provide a safe place for academic and non-academic enrichment outside the regular school day. The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience.

New knowledge and skills must build on current knowledge and skills, using a combination of independent study and collaborative activities. Learning occurs best when motivation is intrinsic rather than extrinsic. Thus, teachers and parents play a critical role in developing the inner desire to know and to discover. A high quality learning environment must be one that is highly structured and generously flexible, allowing students to explore and discover, and operates with high standards that challenge students. Indeed, the ideal learning environment consists of a “community of scholars” in which teachers and students learn together through the open exchange of ideas and information.

Parent participation is an important element in MSA-Bell’s educational philosophy. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. This is especially true for predominantly minority and/or lower income communities.

Course content is organized into topical units that incorporate relevant activities and lessons. Associations between expository writing and careers, mathematical proofs and space science, and science laboratory experimentation with chemical engineering will be drawn. Guest speakers and field trips will emphasize the links between study and practical application. Teacher-designed units will allow students to make necessary study-to-life correlations.

In order to be responsible members of society, students need to provide service to the community. Engaging in “real life” projects that are related to the curriculum will help students move from adolescence and school to adulthood and society. Therefore, MSA-Bell students will be actively involved in various community service projects.

**Distinguishing Features in MSA-Bell’s Approach**

As our economy’s base has shifted from industry to technology, the digital exchange of information has become the cornerstone of success both in scholastic and subsequent undertakings\(^{30}\). Problems facing our society at all levels are increasingly scientific and technological in nature. It has become apparent that our nation’s economic future will require a technologically competent and highly adaptable workforce. To address these concerns effectively, young Americans need to be science and technology literate. MSA-Bell bases its educational program on the understanding that our nation’s economic future will require a highly trained workforce in STEM\(^{31}\). The comprehensive science education provided by MSA-Bell helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called “scientific habits of thinking,” an important component of critical thinking.

The curriculum at MSA-Bell emphasizes collaborative learning, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million\(^{32}\). Minorities will account for about 50% of the total population by 2050. These estimates also indicate that 85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and M\textit{exICO}/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital.

\(^{31}\) National Science Board’s Report, Science and Engineering Indicators, 2004
\(^{32}\) Source: http://www.census.gov/population/www/projections/popproj.html
Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, MSA-Bell also works with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

In a school setting, teachers are the most critical role models for their students. MSA-Bell emphasizes to its teaching staff the importance of scholarship, critical thinking, effective communication, social responsibility, tolerance, intellectual curiosity, persistent innovation, and continuous professional development so that these values and attitudes are conveyed to our students.

MSA-Bell utilizes an instructional approach that emphasizes equitable access to curriculum for all learners. These strategies embrace a constructivist, inquiry-based approach to teaching that allows students to take ownership of their education. Students at MSA-Bell who do not have their needs met by teacher-centered instruction are able to access the curriculum by utilizing collaborative learning, hands-on learning, co-teaching, technology-based instruction, jigsaw activities, chanting/singing, and other innovative techniques. The petition describes our instructional approaches, curriculum and teaching methods in detail in sections 1.4 “Instructional Design” and 1.5 “Curriculum” of the petition.

**Small Class Size**

MSA-Bell has approximately 33 students per class. The low student-teacher ratio guarantees close communication between the teachers and students and gives the teachers the opportunity to devote extra time to each student. This also makes it possible for children to learn at their own pace and receive the individual attention that is crucial for their positive development. Studies performed by Harvard University researchers show that smaller classes produce substantial improvement in early learning, and that the effect of small class size on the achievement of minority children is about double that observed for other children in the first four years of an experimental program in Tennessee.

Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the achievement of disadvantaged children. The American Federation of Teachers (AFT) is a strong advocate for reducing class size to help raise student achievement, especially in high-poverty, at-risk schools.

In addition to increasing student achievement, smaller classes:
- Improve classroom atmosphere - students receive more individualized attention and teachers have the flexibility to use different instructional approaches/assignments.
- Have fewer students to distract each other; lower level of noise.
- Enable teachers to know the students better and allow them to offer more extra help; recognize learning problems/special educational needs.
- Have fewer discipline problems; through spending less time on discipline, teachers report spending more time on instruction.

**Goals**

The MPS program aims to improve students’ performance in reading, writing, and math, to reduce dropout rates, to achieve high student attendance rates, and to increase the number of students who pursue careers in STEM areas. Historically, the number of African American and Latino students pursuing careers in STEM areas has been very low.

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Recent research suggests that a significant cause of these low numbers is that the students from these ethnic backgrounds have inadequate exposure to intensive STEM curricula. MSA-Bell is an indispensable addition to the community because its education program aims to:

- Increase students’ interest in pursuing careers in STEM areas by offering an innovative and engaging instructional design.
- Provide a challenging, CCSS-based curriculum designed to improve students’ skills in STEM areas.
- Provide quality core instruction, including humanities and social sciences, that improves students’ reading & writing skills & attitudes thereby increasing their chances of success in higher education and beyond.
- Sharpen students’ critical thinking skills by providing hands-on, inquiry-based activities.
- Provide intensive enrichment programs for both high and low achieving students.
- Improve students’ academic skills, especially of those who are performing below grade level, by providing a comprehensive tutoring program.
- Improve students’ organizational and study skills by offering a life-skills course.
- Empower students to become self-motivated, competent, and lifelong learners.
- Create a supportive and caring environment with small class sizes, and strong student-parent-teacher communication.
- Reduce dropout rates by providing academic and social support in a small school environment.
- Teach students to think objectively and critically, respect truth, and be socially responsible.

The above program goals are in alignment with the MPS mission and vision and support the Student Learning Outcomes (SLOs) developed with the collaboration of the school community and the MPS Home Office. MPS has also established core academic skills and lifelong learning and interpersonal skills that MPS expects its graduates to have mastered. Please refer to Elements 2 & 3 for those skills, along with representative measurable outcomes and sample assessment tools. Elements 2 & 3 also include goals related to the Eight State Priorities as identified in the California Ed Code Section 52060(d) and the actions MSA-Bell will take to achieve these goals.

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

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

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), please see the table below, describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals. Further below in Elements 2&3, please find tables that delineate MSA-

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35 See Education Code Section 47601(a-c), (e)
Bell schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Ed. Code § 52060(d). As the State finalizes new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new LCAPs as applicable to charter schools, MSA-Bell will work with the CDE to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on § 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.
### CHARTER SCHOOL ANNUAL GOALS & ACTIONS TO ACHIEVE ANNUAL GOALS

#### STATE PRIORITY #1: BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
</table>
| • For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter. | • Charter School will conduct credential review as part of teacher hiring process. *(Principal; HR)*  
• Charter School will annually review master schedule/teacher assignments to ensure compliance. *(Principal)* |

**TEACHERS:**

**INSTRUCTIONAL MATERIALS:**

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
</table>
| • For each year of the charter, every student will have sufficient access to standards-aligned instructional materials. | • Charter School will annually review alignment of instructional materials to standards. *(Principal; Home Office)*  
• Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials *(Principal; Business Manager)*  
• Charter School will annually review budget and plan to ensure adequate budget for instructional materials *(Principal; Business Manager)* |

**FACILITIES:**

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
</tr>
</thead>
</table>
| • For each year of the charter, the school facilities will be maintained in good repair. | • Annual and monthly facility inspections will screen for safety hazards. *(Principal)*  
• Daily general cleaning by custodial staff will maintain campus cleanliness. *(Custodian, with report to Principal)* |

#### STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

**CCSS IMPLEMENTATION**

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #2</th>
<th></th>
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<tbody>
<tr>
<td>• Charter School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups.</td>
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</tbody>
</table>
## ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will ensure curricula and assessments are aligned to the CCSS. *(Principal; Home Office)*
- Annually, teachers will participate in professional development on the implementation of CCSS. *(Principal; Home Office)*

### EL STUDENTS

**ANNUAL GOALS TO ACHIEVE PRIORITY #2**

- EL students will gain academic content knowledge through the implementation of CCSS.
- EL students will gain English language proficiency through the implementation of CCSS.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- Charter School will provide CCSS aligned ELA and math instruction using SDAIE/GLAD instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test. *(Principal; Dean of Academics)*
- Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. *(Principal; Dean of Academics)*

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## STATE PRIORITY #3: PARENTAL INVOLVEMENT

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

### PARENT INPUT

**ANNUAL GOALS TO ACHIEVE PRIORITY #3**

- Charter School will provide opportunities for parent input in school site decisions.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. *(Principal)*
- Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. *(Principal)*
- Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. *(Principal)*

### PROMOTING PARENT PARTICIPATION

**ANNUAL GOALS TO ACHIEVE PRIORITY #3**

- Charter School will provide opportunities for parent involvement.

**ACTIONS TO ACHIEVE ANNUAL GOALS**

- Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. *(Principal)*
- Charter School will provide parents with access to course material, homework assignments, projects, and records of students’ grades through CoolSIS, an online web portal. *(Principal; Dean of Academics)*
- Charter School will communicate with the parents of academically low-achieving students. *(Principal; Dean of Academics)*
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. *(Principal; Dean of Academics)*

## STATE PRIORITY #4: PUPIL ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments
(B) The Academic Performance Index (API)
(C) Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements
(D) Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
(E) EL reclassification rate
(F) Percentage of pupils who have passed an AP exam with a score of 3 or higher
(G) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness

### (A) STATEWIDE ASSESSMENTS

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>Chart School will set and strive to meet targets in ELA and math on the CAASPP assessment system.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE ANNUAL GOALS     | • Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets. *(Principal; Dean of Academics; Home Office)*  
• Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students and monitor student progress in ELA and math as measured by the CAASPP and MAP tests. *(Principal; Dean of Academics; Home Office)* |

### (B) API

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>Chart School will meet or exceed the annual API growth target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Chart School will synthesize API and AYP information into reports and regularly review progress towards targets. <em>(Principal; Dean of Academics; Home Office)</em></td>
</tr>
</tbody>
</table>

### (C) UC/CSU REQUIREMENTS

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>Not applicable due to grade levels. Chart School serves grades 6-8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Not applicable due to grade levels. Chart School serves grades 6-8.</td>
</tr>
</tbody>
</table>

### (D) EL PROGRESS

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <em>(Principal; Dean of Academics; EL Coordinator)</em></td>
</tr>
</tbody>
</table>
### (E) EL RECLASSIFICATION RATE

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- EL students will be reclassified as fluent English proficient (RFEP) annually.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. *(Principal; Dean of Academics; EL Coordinator)*

### (F) AP EXAM PASSING RATE

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- Not applicable due to grade levels. Charter School serves grades 6-8.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Not applicable due to grade levels. Charter School serves grades 6-8.

### (G) COLLEGE PREPAREDNESS

**ANNUAL GOALS TO ACHIEVE PRIORITY #4**
- Students will have awareness about colleges and careers.
- Students will be on track to be college/career ready.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will organize an annual College & Career Week. *(Principal; Dean of Academics)*
- Charter School will offer the ACT Aspire assessment to its eighth graders. *(Principal; Dean of Academics)*

### STATE PRIORITY #5: STUDENT ENGAGEMENT

Pupil engagement as measured by all of the following, as applicable:
- (A) School attendance rates
- (B) Chronic absenteeism rates
- (C) Middle school dropout rates
- (D) High school dropout rates
- (E) High school graduation rates

#### (A) SCHOOL ATTENDANCE RATES

**ANNUAL GOALS TO ACHIEVE PRIORITY #5**
- Charter School will maintain a high student attendance rate.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will provide a safe environment that cultivates respect for self and others. *(Principal; Dean of Students)*
- Charter School will encourage and support student attendance. *(Principal; Dean of Students; Office Manager)*

#### (B) CHRONIC ABSENTEEISM RATES

**ANNUAL GOALS TO ACHIEVE PRIORITY #5**
- Charter School will maintain a low chronic absenteeism rate.

**ACTIONS TO ACHIEVE ANNUAL GOALS**
- Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. *(Principal; Dean of Academics; Dean of Students)*
(C) MIDDLE SCHOOL DROPOUT RATES

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>• Charter School will maintain a low middle school dropout rate.</th>
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</table>
| ACTIONS TO ACHIEVE ANNUAL GOALS     | • Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. *(Principal; Dean of Academics; Dean of Students)*  
• Charter School will reduce dropout rates by providing academic and social support in a small school environment. *(Principal; Dean of Academics; Dean of Students)* |

(D) HIGH SCHOOL DROPOUT RATES

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>• Not applicable due to grade levels. Charter School serves grades 6-8.</th>
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<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Not applicable due to grade levels. Charter School serves grades 6-8.</td>
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(E) HIGH SCHOOL GRADUATION RATES

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<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>• Not applicable due to grade levels. Charter School serves grades 6-8.</th>
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<tr>
<td>ACTIONS TO ACHIEVE ANNUAL GOALS</td>
<td>• Not applicable due to grade levels. Charter School serves grades 6-8.</td>
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STATE PRIORITY #6: SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- (A) Pupil suspension rates
- (B) Pupil expulsion rates
- (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

(A) PUPIL SUSPENSION RATES

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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>• Charter School will maintain a low student suspension rate.</th>
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</table>
| ACTIONS TO ACHIEVE ANNUAL GOALS     | • Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension. *(Principal; Dean of Students; Home Office; MPS Board)*  
• Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. *(Principal; Dean of Students; Dean of Academics)*  
• Charter School staff will acknowledge and encourage positive student behavior and improvements. *(Principal; Dean of Students)* |

(B) PUPIL EXPULSION RATES
ANNUAL GOALS TO ACHIEVE PRIORITY #6

- Charter School will maintain a low student expulsion rate.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. *(Principal; Dean of Students; Home Office; MPS Board)*
- Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. *(Principal; Dean of Students; Dean of Academics)*
- Charter School staff will acknowledge and encourage positive student behavior and improvements. *(Principal; Dean of Students)*

(C) SENSE OF SAFETY AND SCHOOL CONNECTEDNESS

ANNUAL GOALS TO ACHIEVE PRIORITY #6

- Students, parents, and teachers will feel a sense of community and connectedness.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will annually administer school satisfaction surveys to students, parents, and teachers. *(Principal; Home Office)*

STATE PRIORITY #7: COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. *(E.C. §51210)*

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. *(E.C. §51220(a)-(i))*

COURSE ACCESS

ANNUAL GOALS TO ACHIEVE PRIORITY #7

- Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School’s academic and educational program as outlined in the charter petition.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. *(Principal; Dean of Academics; Home Office)*
- Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups. *(Principal; Dean of Academics; Home Office)*

STATE PRIORITY #8: PUPIL OUTCOMES

Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable.
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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #8</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
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</thead>
</table>
| ▪ Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School. | ▪ Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area. *(Principal; Dean of Academics; Home Office)*  
▪ Charter School will provide additional supports and interventions as needed, including afterschool and Saturday tutoring. *(Principal; Dean of Academics; Home Office)*  
▪ Charter School will organize an annual STEM Festival. *(Principal; Dean of Academics; Home Office)* |
1.4 INSTRUCTIONAL DESIGN

MPS implements an education model based on its four core values: 21st Century Scholarship, Critical Thinking, Social Responsibility, and Effective Communication. MPS has developed this model over the years with services and support from the MPS Home Office. MPS Home Office ("Home Office") provides supervision, support, and services to all its schools to ensure its education model is implemented efficiently and successfully. Home Office responsibilities include curriculum development, professional development, data management, and other services outlined in section 4.3, "Home Office."
MPS will continue to implement this education model to support its curriculum that is based on the California State Content Standards and the Common Core State Standards, frameworks and benchmarks for assessment in each of the content subject areas. This section explains the MPS Education Model and how each MPS school site designs its educational program around it.

MAGNOLIA PUBLIC SCHOOLS 2015-16 INSTRUCTIONAL SUMMARY

1) **Science, Technology, Engineering AND Math (STEM) implementation within the core curriculum**

Problems:
- Most STEM programs are offered as after-school programs/clubs and target high-achieving students only.
- Need for coordinated MPS-wide training on instructional strategies/common core
- Need for curricular knowledge in computer and engineering curriculum (*Get notes about Solid Works, PLTW*)
- Need for instructional materials, labs, etc., to provide STEM education

Solutions:
- Hiring a STEM program coordinator for MPS who will provide oversight to the STEM programs and create STEM solutions for all students
- Partnering with STEM program providers such as PLTW and Solid Works
- Purchasing new Next Generation Science Standards (NGSS)-aligned STEM curriculum

2) **Low performance on math assessments across MPS**

Problems:
- Overall low math performance as identified by MAP and state-assessment data
- Problems with identification and placement of students in appropriate math classes
- Low Math teacher retention
- Need for increased and targeted PD in math
- Need for common-core aligned instructional materials, including manipulatives and visuals.

Solutions:
- Hiring Instructional and Curricular Models director who will provide additional oversight to the programs and create curricular and instructional solutions for low-performing student achievement, including math
- Purchasing math curriculum to address all learners' needs, including low, average and high-achieving students
- Purchasing curriculum to align math instruction to common core standards and as a resource for teachers to differentiate instruction and practice grouping

3) **Need for increased support for English Learners (EL) and Students with Disabilities (SWD)**

Problems:
- Low EL reclassification rate as identified by student CELDT data and Title III AMAOs
- Lack of ELD curriculum and assessments for progress monitoring on ELD
- Need for systemic implementation Response to Intervention (RTI) and Positive Behavior Interventions and Support (PBIS)
- Need for additional support for these subgroups
  - Funding to provide additional staff to implement co-teaching model
  - Funding to provide adequate support personnel, such as teacher aides

Solutions:
- EL: Each school site will have an EL coordinator, ELD period for instruction and periodic ELD assessments.
- EL: Purchasing ELD curriculum and support materials and designing ELD assessments
- SPED: Move to co-teaching model and implement specialized programs
- Training on RTI and PBIS implementation

4) **Professional Growth & Development**

Problems:
- Lack of a systemic follow-up to assure staff attend PD to for their professional growth

Solutions:
- The Director of Curricular and Instructional Models will serve as Magnolia’s PD coordinator and oversee MPS PD days and topics
- Each Dean of Academics at the school sites will follow up their staff’s PD using tracking systems
- Staff evaluation forms will be revised to include professional goal setting and monitoring

5) **Instructional Strategies & Common Core Readiness**

Problems:
- Need for sufficient teacher preparation for implementation of common core
- Need for common-core aligned curricular materials

Solutions:
- Planning and offering continuous PD for teachers
- Purchasing common-core aligned curricular materials
- Purchasing technology for blended learning
- Holding common-core information meetings for parents

**INSTRUCTIONAL DESIGN**

MPS implements an education model based on its four core values using the Jerold Kemp instructional design method and model. The Jerold Kemp instructional design method and model defines nine different components of an instructional design and at the same time adopts a continuous implementation/evaluation model. This model will be integrated into Blooms Learning Taxonomy for academic cohesiveness.

![Figure 1 – MPS Educational Services Model](image)

Figure 1 describes the support model for school sites. All personnel and fiscal resources cited in this matrix will be used for academic project management, support, planning, revision, and evaluation of each school’s academic programs and structure. Alignment through curricular resources and Human Capital initiatives will be the catalyst for Magnolia Public Schools ascendant academic trajectory.

*Figure 1 – MPS Educational Services Model*  
(*Kemps' Synthesis*)

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Per Settlement Agreement dated March 20, 2015, at the request of LAUSD, MERF agrees not to enter into any future contracts with ACCORD or (dba ACCORD), for the purposes of providing services to LAUSD-authorized charter schools operated by MERF, including but not limited to contracts obtained through the Request for Proposal (“RFP”).
1.5 CURRICULUM

The school leadership and faculty of MSA-Bell ensure that all students are provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school. While the curriculum concentrates on a hands-on approach to STEM areas, the school also provides a solid education in humanities and social sciences to educate the whole child.

MSA-Bell implements the Common Core State Standards which were developed through a state-led initiative to establish consistent and clear education standards for mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical subjects that would better prepare students for success in college, career, and the competitive global economy. MSA-Bell reviews and revises all curricula to ensure it is aligned to the CCSS and is implemented.

MSA-Bell curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers. In keeping with the STEM emphasis at MSA-Bell, advanced courses are available in these subjects. Please see Section 1.5, titled “STEM Focus for Creativity and Innovation,” for further details.

MSA-Bell teachers will develop curriculum maps at the beginning of each school year, clearly defining the course objectives with an alignment to the CCSS, and the academic needs of our students based on Smarter Balanced and MAP test results. They will develop weekly lesson plans that include clearly outline objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. The lesson plans will be submitted to the school administration for review and feedback prior to implementation.

MSA-Bell teachers will regularly meet in departments and grade levels where they share best practices, receive feedback and collaborate on horizontal and vertical alignment of the MSA-Bell curriculum across grades and subjects. Curriculum revision and refinement processes will be continuous and collaborative based on student performance assessment and data. These processes will continue in the summer and at the beginning of the school year as part of comprehensive in-service programs.

To implement the MSA-Bell curriculum most effectively, MSA-Bell teachers will use inquiry-based instruction as described in Section 1.4.2. Teachers will design inquiry-based instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences. MSA-Bell teachers will use a wide variety of effective instructional strategies37 to shape instruction. Some of those strategies can be listed as (1) Identifying similarities and differences; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses (9) Cues, questions, and advance organizers.

1.5.1 Middle School Curriculum

In grades 6 through 8, students are required to take core classes in Mathematics, Science, English-Language Arts and

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History-Social Science. In addition, the following courses are also part of the comprehensive education program and may be offered depending on student needs/demands and availability of teachers and resources: Power Math/ELA, Languages Other than English, Visual and Performing Arts, Computers and Technology, Sustained Silent Reading (SSR), and other elective courses that students can choose from. MSA-Bell offers all students one period of Physical Education daily and one period of Second Step per week.

Core Curriculum Areas

Mathematics

The math curriculum at MSA-Bell is based on the CCSS. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation & creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

The math program will stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Having built a strong foundation in earlier grades, students can do hands-on learning in geometry, algebra and probability and statistics.

The Charter School will offer Algebra I to students who are ready for rigorous high school mathematics in eighth grade. To prepare students for high school mathematics in eighth grade, the Charter School will have a well-crafted sequence of compacted courses. The term “compacted” means to compress content, which requires a faster pace to complete, as opposed to skipping content. The Charter School will use a compacted course sequence designed by The Achieve Pathways Group38 based on the idea that content should compact 3 years of content into 2 years, at most. In other words, compacting content from 2 years into 1 year would be too challenging, and compacting 4 years of content into 3 years starting in grade 7 runs the risk of compacting across middle and high schools. As such, grades 7, 8, and 9 were compacted into grades 7 and 8 (a 3:2 compaction). As a result, some 8th grade content is in the 7th grade courses, and high school content is in 8th grade.

The compacted traditional sequence, or, “Accelerated Traditional,” compacts grades 7, 8, and High School Algebra I into two years: “Accelerated 7th Grade” and “8th Grade Algebra I.” Upon successfully completion of this pathway, students will be ready for Geometry in high school. While the K-7 CCSS effectively prepare students for algebra in 8th grade, some standards from 8th grade have been placed in the Accelerated 7th Grade course to make the 8th Grade courses more manageable.

38 Source: http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf
Mathematics Courses:

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<tr>
<th>MATHEMATICS</th>
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<tr>
<td><strong>MATH 6</strong> (Core, Non-college preparatory)</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>MATH 8</strong> (Core, Non-college preparatory)</td>
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<tr>
<td>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.</td>
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<td><strong>ALGEBRA I (8TH GRADE)</strong> (Core, College preparatory)</td>
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<td>The fundamental purpose of 8th Grade Algebra I is to formalize and extend the mathematics that students learned through the end of seventh grade. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. In addition, the units will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the</td>
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Pythagorean theorem, and use quadratic functions to model and solve problems. 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.

This course differs from High School Algebra I in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the Accelerated 7th Grade, the additional content when compared to the high school course demands a faster pace for instruction and learning.

**Science**

The school curriculum is based on the state framework and state standards following Next Generation Science Standards (NGSS). The NGSS framework is organized into four major domains: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science. 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 which provide more organizational development of the core idea.

The science program at MSA-Bell will use hands-on science curriculum that will be formulated using inquiry-based research topics. From the earliest grades, students will 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. Students will explore Disciplinary Core Ideas (DCI) in Life Sciences, Earth and Space Sciences, and Physical Sciences in the cross-curricular units and programs.

Inquiry and exploration will be the basis of each curriculum unit in science classes. Key questions will be given to students and the emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or “drill and kill” activities. Students will 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 will be emphasized and students will become self-reliant, independent problem-solvers. Students at MSA-Bell will also have off campus field trip experiences and meet with professionals in STEM areas during these field trips or through guest speakers on campus. These experiences will deepen and enhance classroom study, and enhance students’ vision of science.
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<th><strong>SCIENCE</strong></th>
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<td><strong>SCIENCE 6 (Core, Non-college preparatory)</strong></td>
<td><strong>SCIENCE 7 (Core, Non-college preparatory)</strong></td>
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<td>This course emphasizes the study of earth science providing students with an introduction to the Earth's history and the mechanisms that account for the planet's topography, weather phenomena, and interactions of living things within the Earth's system. The course focuses on learning how two sources of energy (the Sun and the radioactive decay inside the Earth) power convection currents that cause weather, the reshaping of the Earth's surface, and the continuation of ecosystems. Through the investigation and experimentation standards, students learn and apply the scientific methods, interpret maps, interpret events by sequence and time, and identify changes in natural phenomena.</td>
<td>This course focuses on life science with the study of cells, body systems, and genetics and the history of life on Earth. Examination of the evolution of life through the geologic history learned in grade six receives considerable emphasis. The physical science principles that underlie biological structures and functions (e.g., light, levers, blood pressure) are studied to gain a deeper understanding of living systems. Through the investigation and experimentation standards, students learn how to use appropriate tools and technology and a variety of print and electronic resources, communicate ideals logically, construct scale models and diagrams to communicate knowledge, and communicate the steps and results from investigations.</td>
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<td><strong>SCIENCE 8 (Core, Non-college preparatory)</strong></td>
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<td>This course focuses on topics in chemistry and physics. The topics in chemistry focus on the structures of matter, behavior of atoms and molecules and the chemical makeup of living systems. Physics topics focus on motion, forces, and density and buoyancy that are explored as aspects of the behavior of matter. The Earth and the solar system are studied according to the physical interactions of bodies in space. Through the investigation and experimentation standards, students learn how to plan and conduct a scientific investigation, evaluate data, distinguish between variables and controls, construct linear graphs, and manipulate simple mathematical formulas.</td>
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English Language Arts

English Language Arts curriculum is literature-based with fluency practice in reading and writing. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced foreign language will also be encouraged to study works written in that language, e.g., Spanish and Turkish. The curriculum incorporates a period of sustained silent reading as part of the daily curriculum. Accelerated Reader © by Renaissance Learning is utilized to personalize reading practice to each student’s current level, maximizing its effectiveness.

The middle school reading curriculum will be integrated into all content areas. Students will progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum will begin with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words. Fluent reading and strong comprehension skills will be the focus of the school curriculum.

Writing serves as an important vehicle for learning, and MSA-Bell students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, “For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.”

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

English Language Arts Courses:

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<td>strategies. Students</td>
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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.

**ENGLISH LANGUAGE ARTS 8** (Core, Non-college preparatory)

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

The History/Social Science curriculum will be aligned with the state framework and offer 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 will also introduce world history through literature, culture, arts and current events. The social science curriculum will focus on inquiry-based questions to explore topics using research and critical thinking skills. Students will use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at MSA-Bell 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, 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 Courses:

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<tr>
<th>HISTORY/SOCIAL SCIENCE</th>
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<tr>
<td>HISTORY/SOCIAL SCIENCE 6 (Core, Non-college preparatory)</td>
</tr>
<tr>
<td>Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study in this course include:</td>
</tr>
<tr>
<td>The movement of early humans across continents and their adaptations to the geography and climate of new regions.</td>
</tr>
<tr>
<td>The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and</td>
</tr>
<tr>
<td>The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present day world maps. We can identify several major changes that took place during medieval and early modern times.</td>
</tr>
<tr>
<td>Long-term growth, despite some temporary dips, in the world’s population, beyond any level reached in ancient times.</td>
</tr>
<tr>
<td>A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.</td>
</tr>
<tr>
<td>Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to keep rising.</td>
</tr>
<tr>
<td>Expansion of long-distance commercial, technological, and cultural exchanges. By the</td>
</tr>
</tbody>
</table>

Source: http://www.ncss.org/positions/powerful
architecture, and systems of writing.

- The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas.
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law).
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women).

In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

The first millennium BCE, these networks spanned most of Afroeurasia, which encompassed the combined land masses and adjacent islands of Africa and Eurasia. In the Americas, the largest networks were in Middle America and the Andes region of South America. After 1500 CE, a global network of intercommunication emerged.

- The rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers.
- Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

The chronology may be divided into four major periods to help teachers and students to make sense of the flow of significant changes in world history. Students may 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.

<table>
<thead>
<tr>
<th>HISTORY/SOCIAL SCIENCE 8 (Core, Non-college preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 will 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 will 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 will also explore 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.</td>
</tr>
</tbody>
</table>
Additional Programs

In addition to the above core curriculum, MSA-Bell will offer programs (courses and/or clubs) in the areas of, including, but not limited to, Intervention, Languages other than English, Visual and Performing Arts, Computers and Technology, and Physical Education. The standards for these courses include the National Standards for Learning Languages for the languages other than English, National Core Arts Standards, and Physical Education Model Content Standards for California Public Schools.

Early Intervention

As explained in section 1.4.1, “Data Driven Design,” we believe that early intervention is a must. MSA-Bell quickly identifies the low-achieving students in the first weeks of the academic year, and implements an early intervention program. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests, STAR Reading diagnostic tests, and teacher-designed tests.

Students who require early intervention will be required to access free tutoring and after-school programs, even in the first month of classes. In addition to tutoring, the program will provide structured intervention in both language arts and math through a three tiered approach.

Where indicated, parents/guardians of struggling students will be invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child’s education. Parent-teacher meetings at the school will frequently be followed by home visits. Please see distinguished features (Element 1, Section 1.4.3.C “Home Visits”) for more information on their utilization for low-achieving and socio-economically disadvantaged students’ success.

Tier 1 interventions involve providing all students with high quality, differentiated instruction as part of the regular core instruction in the classroom. As evidenced in the schedule, there is time each day for this intervention for both the underperforming students as well as those who want more accelerated learning. We call it intervention for both groups.

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards based on formative and diagnostic assessments will be provided Tier 2 interventions. Tier 2 intervention focuses on additional support for specific skill sets. Tier 2 provides targeted interventions for students who need additional support in addition to core instruction, such as the co-teaching model at MSA-Bell. Typically, supplemental materials are used for short periods of time for Tier 2 interventions.

A small percentage of students will require additional support beyond the Tier 2 intervention and will be eligible for Tier 3 intervention which is generally more intensive and longer term and will occur after and before school. Tier 3 provides intensive interventions for students with significant academic or behavioral needs. Tier 3 interventions include placement in enrichment block classes. MSA-Bell implements RTI though a Student Success Team (“SST”) process. The SST team will re-evaluate the learning programs/placement of the student as part of its regular reflection
cycle.

The Dedicated Time Intervention Model that is written into the schedule for the MSA-Bell program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The principal idea in Dedicated Time is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

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

- 50 minute intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- 50 Minute Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- All specialists, special ed, volunteers support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. Curriculum Associates' Ready Common Core program, Holt McDougal Publisher's resources, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS which have not been achieved.

Intervention Courses:

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>POWER ENGLISH (Core, Non-college preparatory)</th>
<th>POWER MATH (Core, Non-college preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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 Courses:**

<table>
<thead>
<tr>
<th>LANGUAGE OTHER THAN ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPANISH</strong> (Core, Non-college preparatory)</td>
</tr>
<tr>
<td>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.41</td>
</tr>
</tbody>
</table>

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In grades 6 through 8, students are offered Visual & Performing Arts courses as elective depending on student needs/demands and availability of teachers and resources.

**Visual & Performing Arts Courses:**

<table>
<thead>
<tr>
<th>VISUAL &amp; PERFORMING ARTS</th>
<th>VISUAL &amp; PERFORMING ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDAMENTALS OF ART</strong> (Core, Non-college preparatory)</td>
<td><strong>INTRODUCTION TO MUSIC</strong> (Core, Non-college preparatory)</td>
</tr>
<tr>
<td>This is a basic course in the fundamentals of art expression. The instruction for this course is guided by the California Visual and Performing Arts Standards. 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.</td>
<td>This is a basic course in music. The instruction for this course is guided by the California Visual and Performing Arts Standards. In this course students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses. Students also apply what they learn in music 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 music.</td>
</tr>
<tr>
<td><strong>THEATRE/PLAY PRODUCTION</strong> (Core, Non-college preparatory)</td>
<td></td>
</tr>
<tr>
<td>This is a basic course in theatre. The instruction for this course is guided by the California Visual and Performing Arts Standards. In this course students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the</td>
<td></td>
</tr>
</tbody>
</table>

vocabulary of theatre. Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre. Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. Students also apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.
Physical Education

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

Physical Education Course:

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

Advanced Math Program

In grades 6 through 8, students are offered Advanced Math courses as an after school club.

Advanced Math Course:

<table>
<thead>
<tr>
<th>ADVANCED MATH PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED MATH PROGRAM (Core, Non-college preparatory)</td>
</tr>
<tr>
<td>As explained in section 1.4.4, “Accelerated Academic Achievement,” Advanced Math is MSA-Bell’s program for students achieving above grade level. This condensed training program helps students develop their critical and analytical thinking skills while providing them with a motivational and challenging environment by utilizing prestigious math, science and computer competitions at the regional, national and international level.</td>
</tr>
<tr>
<td>Advanced Math is offered as an after school club at MSA-Bell. As part of this club, students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies where they get coached by Advanced Math program coaches.</td>
</tr>
</tbody>
</table>

Second Step Program

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

Second Step course:

<table>
<thead>
<tr>
<th>SECOND STEP PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND STEP PROGRAM (Non-core, Non-college preparatory)</td>
</tr>
<tr>
<td>As explained in section 1.4.1, “Life-long Learning,” MSA-Bell uses the “Second Step” program. MPS uses the Second step program in middle school. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children’s social competence and other protective factors. This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle grade students attends Second step one period per week. Second step themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.</td>
</tr>
</tbody>
</table>
In grades 6 through 8, students are offered Sustained Silent Reading (SSR) program for 20 minutes a day, every day.

**Sustained Silent Reading (SSR) Program:**

<table>
<thead>
<tr>
<th>SUSTAINED SILENT READING (SSR) PROGRAM (Non-core, Non-college preparatory)</th>
</tr>
</thead>
</table>
| MSA-Bell provides daily Sustained Silent Reading (SSR), and utilizes the Accelerated Reader © program by Renaissance Learning. The classrooms will be equipped with libraries to provide access to a wide variety of books at appropriate reading levels. In addition, students who are struggling academically participate in the English enrichment/intervention programs during the day and after-school. Accelerated Reader is a computer program that helps teachers to manage and monitor a student’s independent reading practice. Unlike other reading programs, students select a book at their level and read it during SSR. Once completed, the student is administered an online assessment to provide feedback for the teacher on whether the student understood the content. The assessment results are used to select a more appropriate leveled book, and ask more probing questions as the student is reading the book. In order to determine the student’s reading level, the STAR Reading Test, a computerized reading assessment that utilizes computer-adaptive technology is administered. The questions on the assessment continually adjust according to the student’s responses. For example, if the response is correct, the difficulty level is increased, if the response is incorrect, the difficulty level is reduced. The assessment is comprised of multiple-choice questions and takes approximately 10 minutes. The results include a Zone of Proximal Development (ZPD), which is a range of books that will challenge the student without causing frustration. Students’ reading comprehension skills are monitored via their participation in the Accelerated Reader program. If a student continually obtains low scores while reading at his or her level, intervention is immediately implemented. For MSA-Bell, the goals of the STAR Reading and AR programs are:  
- 100% student and staff participation  
- Students’ average 90% comprehension on AR quizzes  
- 20 minutes minimum reading per day (the primary expectation is that students read in SSR)  
- 10% increase in ZPD range annually  
- Maintain consistent testing conditions for maximally accurate data  
- Recognition of students by staff for exemplary effort and performance  
Assessment results are used to inform Response to Intervention (RTI) strategies by all teachers. |
As explained in Section 1.4.2.3, MSA-Bell implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

<table>
<thead>
<tr>
<th>COMPUTER TECHNOLOGY CURRICULUM (Non-core, Non-college preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Technology Curriculum covers the technology skills that are essential for a 4-year S&amp;E major and the basic skills that lead to various IT related careers. The curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities.</td>
</tr>
<tr>
<td>The set of essential technology skills are derived from the syllabus of International Computer Driving License (ICDL). The ICDL is the world’s largest end-user computer skills certification program, with more than 20,000 test centers, 7 million students and 2 million certificate holders in 146 countries including the United States. It is a globally recognized credential that certifies an individual as competent in using computers and covers all the computer skills that students need to have to be successful in college and at work. It provides a superior syllabus that is uniquely validated to ensure that it is always relevant, up-to-date, and meaningful.</td>
</tr>
<tr>
<td>Majority of students—especially from minority backgrounds—start 6th grade with almost no significant technology skills. As they progress into 8th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects.</td>
</tr>
<tr>
<td>In addition, our Advanced Math Program offers in-depth advanced algorithms and programming studies for more interested and gifted students. The Advanced Math program inspires students to pursue graduate studies in Computer Science as well as other S&amp;E areas since through this unique program students already master most undergraduate-level computer science topics in high school and start taking advanced level or masters courses even in the beginning of their college education.</td>
</tr>
</tbody>
</table>

### Design

#### 6th and 7th Grades

Students will work on computer activities that teach essential technology skills through integration with content from Math, Science, English, and Social Science.

#### 8th Grade

Students will work on entry-level projects that introduce the topics of high school computer courses, as well as integration projects that involve content from core classes. After completing these classes, students make informed decisions on selecting high school computer courses.

<table>
<thead>
<tr>
<th>COMPUTER SCIENCE CURRICULUM (Non-core, Non-college preparatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In conjunction with the Computer Technology instruction, Magnolia Science Academy-Bell implements a Computer Science curriculum, which complies with Computer Science Teachers Association (CSTA)’s ‘A Model Curriculum for K-12 Computer Science.’ This model has four levels:</td>
</tr>
<tr>
<td>Recommended Grade</td>
</tr>
</tbody>
</table>

• K-8  Level I-Foundations of Computer Science
• 9 or 10  Level II-Computer Science in the Modern World
• 10 or 11  Level III-Computer Science as Analysis and Design
• 11 or 12  Level IV-Topics in Computer Science

MSA-5 Computer Science curriculum is one step ahead of the above chart since Level I and a big portion of the Level II topics are already covered in the middle school Computer technology program. Level III and IV topics are covered in high school. For the gifted students who are ready for an accelerated program, MSA-8 offers the Advanced curriculum in middle school where topics in Level III, IV and above 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 will be more intense in the 6th and 7th grades with the higher results in the assessment exam.
• 8th grade curriculum serves a transition between middle school and high school. Hence, 8th grade topics focus on the conceptual understanding of high school electives.
• High school curriculum is composed of elective courses and AP Computer Science course. MSA-5 currently provides the following elective course packages:
  • Introduction to Programming
  • Digital Arts
  • Web Authoring
  • Desktop Publishing

Please see Appendix B2 for more information about MSA-8's “Computer Science Program.”
1.5.2 Textbooks, Instructional Materials, and Technology

MSA-Bell utilizes California State Board of Education (SBE) adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area. This chart will be updated as the SBE adopts new instructional materials.


Science: McGraw Hill's Integrated iScience


Social Science: McGraw Hill’s Networks, Teachers’ Curriculum Institute’s (TCI) History Alive! Middle School Program; Enrichment/Intervention: Oxford University Press, A History of US

At MSA-Bell, every teacher will have access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-Bell. Teachers will 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, English 3D, Khan Academy, just to name a few. Furthermore, the school will utilize computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. Curriculum Associates’ Ready Common Core program, Holt McDougal Publisher’s resources, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D, Buckle Down, and Triumph Learning Common Core Support Coach 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-Bell will develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-Bell encourages parents’ active use of school’s technology resources by offering free tutorial sessions on how to track student’s performance using CoolSIS and providing computer access to all parents.

MSA-Bell 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-Bell’s computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer will have the opportunity to visit the computer lab after school.
1.5.3 WASC Accreditation

MSA-Bell plans to seek, obtain, and maintain accreditation from Western Association of Schools and Colleges (WASC). The Charter School has earned its initial accredited status in Spring 2013 for grades 6-8, and has until June 2016 to earn full accredited status.

MSA-Bell accreditation process includes the following:

- The Charter School will review the visiting committee report and begin the follow-up process to prepare for the self-study.
- The self-study visit will be scheduled no later than three years after the initial visit. (Scheduled for Spring 2016.)
- Self-study preparation will begin no later than 18 months before the self-study visit by the participation of all school staff.
- The Charter School will conduct school planning with a view to meeting the WASC standards outlined in five categories: Organization, Standards-Based Student Learning: Curriculum, Standards-Based Student Learning: Instruction, Standards-Based Student Learning: Assessment and Accountability, and School Culture and Support for Student Personal and Academic Growth.
1.5.4 Academic Calendar and Schedules

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

The Charter School will announce its annual calendar before the beginning of each instructional year. Following are sample schedules and the instructional calendar of MSA-Bell for the 2015-16 school year.

Bell Schedule / Sample Class Schedule

Table 1 – Regular and Shortened Day Bell Schedules

<table>
<thead>
<tr>
<th>Regular Day</th>
<th>Shortened Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00 AM 8:00 AM</td>
</tr>
<tr>
<td>2nd Period</td>
<td>9:05 AM 8:55 AM</td>
</tr>
<tr>
<td>3rd Per. (SSR)</td>
<td>10:00 AM 9:40 AM</td>
</tr>
<tr>
<td>4th Period</td>
<td>10:25 AM 10:05 AM</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:20 AM 10:50 AM</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10 PM 11:35 AM</td>
</tr>
<tr>
<td>6th Period</td>
<td>12:45 PM 12:15 PM</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:40 PM 1:30 PM</td>
</tr>
<tr>
<td>8th Period</td>
<td>2:35 PM 1:35 PM</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3:25 PM 2:15 PM</td>
</tr>
<tr>
<td>Academic Tutoring</td>
<td>3:30 PM 2:30 PM</td>
</tr>
<tr>
<td>After School Clubs</td>
<td>4:45 PM 6:25 PM</td>
</tr>
</tbody>
</table>

Table 2 – Sample Class Schedule

<table>
<thead>
<tr>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
</tr>
<tr>
<td>2nd Period</td>
</tr>
<tr>
<td>3rd Period</td>
</tr>
<tr>
<td>4th Period</td>
</tr>
<tr>
<td>5th Period</td>
</tr>
<tr>
<td>6th Period</td>
</tr>
<tr>
<td>7th Period</td>
</tr>
<tr>
<td>8th Period</td>
</tr>
<tr>
<td>After School</td>
</tr>
</tbody>
</table>
Table 3 – 2015-16 Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/29-31</td>
<td>Administrative Team Training</td>
</tr>
<tr>
<td>8/3-13</td>
<td>Summer In-service for Teachers</td>
</tr>
<tr>
<td>8/13</td>
<td>Student/Parent Orientation</td>
</tr>
<tr>
<td>8/18</td>
<td>First Day of School</td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day</td>
</tr>
<tr>
<td>11/11</td>
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<td>11/23-27</td>
<td>Thanksgiving Break</td>
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<td>12/18</td>
<td>End of First Semester</td>
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<td>Memorial Day</td>
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Table 4 – Instructional Minutes

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<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
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<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
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<td>180</td>
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<td>69310</td>
<td>15310</td>
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<td>180</td>
<td>54000</td>
<td>69310</td>
<td>15310</td>
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</table>

Instructional Minutes

MSA-Bell offers 180 school days and 69,310 instructional minutes per year.
### 1.6 PROFESSIONAL DEVELOPMENT

#### 1.6.1 Staff Selection

**Hiring Process and Schedule**

The Board authorizes the CEO and the Home Office to handle human resources including hiring and firing the Principal and all MPS school personnel. The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MPS. The Chief Academic Officer from the Home Office 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 will be used in the hiring process:

- The CEO, with assistance of the Chief Academic Officer, Chief Financial Officer, Chief External Officer and Director of Human Resources, will hire the Principal. Preferably, the Principal will have teaching experience in STEM areas and have leadership skills to perform administrative duties.

- In order to recruit new teachers, the Principal will start advertising on frequently visited websites such as http://www.edjoin.org and in local newspapers by the beginning of April. Referrals from MPS’ staff and parents will also be taken into consideration.

- The hiring committee will conduct interviews during the months of April 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.

**Background Checks**

MSA-Bell adheres to Education Code Section 44237 regarding fingerprinting of employees. Prior to the first day of work for every employee, MSA-Bell will process background checks through LiveScan, administered by the Department of Justice. MSA-Bell will adhere to the MPS Employee Handbook pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to Department of Justice check in accordance with education Code Section 44237
- Documents establishing legal citizenship and work status, current copies of all teacher certificates

The documents listed above will be kept on-site and will be ready for inspection any time pursuant to a request from the District.

**Evaluation of the School Personnel**

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

**Principal**

The Chief Academic Officer will evaluate the Principal based on the Interstate School Leaders Licensure Consortium
(ISLLC)\textsuperscript{45} standards:

- **Standard 1: Vision and Mission**: An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community.

- **Standard 2: Instructional Capacity**: An educational leader promotes the success and well-being of every student by enhancing instructional capacity.

- **Standard 3: Instruction**: An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.

- **Standard 4: Curriculum and Assessment**: An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs.

- **Standard 5: Community of Care for Students**: An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.

- **Standard 6: Professional Culture for Teachers and Staff**: An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.

- **Standard 7: Communities of Engagement for Families**: An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders.

- **Standard 8: Operations and Management**: An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.

- **Standard 9: Ethical Principles and Professional Norms**: An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms.

- **Standard 10: Equity and Cultural Responsiveness**: An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.

- **Standard 11: Continuous School Improvement**: An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.

**Teachers**

The Principal will evaluate teachers in the following areas:

- **Category 1: Organization**
  - Teacher assumes leadership role to support school and student success.
  - Teacher shows professionalism in attitude and conduct.
  - Teacher fosters positive relationships.

\textsuperscript{45} The Interstate School Leaders Licensure Consortium (ISLLC), organized by the Council of Chief of State School Officers, was formed for the purpose of developing model standards and assessments for school leaders. ISLLC's primary constituency is the state education agencies responsible for administrator licensing. It includes representatives of state agencies/departments of education and professional standards boards, with considerable participation by professional associates.
- Teacher engages in professional development.
- Teacher utilizes resources to enhance instruction.

- **Category 2: Curriculum**
  - Teacher demonstrates subject-matter competency.
  - Teacher demonstrates knowledge of students.
  - Teacher designs coherent curriculum.
  - Teacher designs effective lesson plans.
  - Teacher recognizes the interconnectedness of content areas/disciplines.

- **Category 3: Instruction**
  - Teacher communicates effectively.
  - Teacher engages students in learning.
  - Teacher differentiates instruction.
  - Teacher integrates technology in instruction.
  - Teacher helps students develop higher order thinking skills.

- **Category 4: Assessment and Accountability**
  - Teacher checks for understanding and provides feedback to students.
  - Teacher uses appropriate assessment strategies.
  - Teacher uses student performance data.
  - Teacher monitors student growth.
  - Teacher collaborates and communicates with all stakeholders.

- **Category 5: School Culture and Student Support**
  - Teacher communicates with families.
  - Teacher has established classroom management procedures.
  - Teacher helps create an atmosphere of trust, respect, and high expectations.
  - Teacher offers co-curricular/extra-curricular activities.
  - Teacher provides personalized support to students.

**Other Personnel**
The principal will evaluate classified and other personnel based upon completion of assigned job duties and regular, punctual attendance.

**Performance and Acknowledgement**
Exceptional performance will be acknowledged.
1.6.2 Ongoing Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell provides all staff with multiple opportunities to grow professionally. MSA-Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, MPS determines common staff development days, and tailors staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within each school. Further, each school is organized into Professional Learning Communities (PLCs) by grade level and by department.

Professional Learning Communities (PLCs)

MSA-Bell makes use of 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

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, 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?

As an implementation of the PLC at MSA-Bell, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to MSA-Bell staff’s reading list: “Failure Is Not An Option,” “Classroom Management That Works,” “How To Differentiate Instruction In Mixed-Ability Classrooms,” and “Teach Like A Champion.”

MPS Meetings

Executive Meetings

All MPS executive staff and consultants meet weekly to discuss various academic and operational accountability issues. Principals join via teleconferencing.

Principals Meeting

All MPS principals, executive staff, and consultants meet monthly to discuss various academic and operational accountability issues.

Deans of Academics Meeting
All MPS Deans of Academics and executive staff meet monthly to monitor current academic programs, share best practices, and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals.

Deans of Students Meeting

All MPS Deans of Students and executive staff meet to discuss various school discipline issues including the school culture and the Get Ready for Life Program.

School-wide Meetings and Professional Development Activities

Administrative Meetings

The MSA-Bell Principal, the Dean of Academics, the Dean of Students, the Dean of Culture, and Office staff meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The psychologist, resource teacher, and office manager participate as needed.

General Staff Meetings

MSA-Bell staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, and other school matters. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting in order to review and complete the agenda.

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 (MAP, California Assessment of Pupil Performance and Progress (“CAASSPCAASSP”), CELDT and/or ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

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

Grade Chair Meetings

Grade Chair meetings are held monthly. These meetings should be held the week prior to the staff grade level meetings in order to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

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

- Classroom strategies
• Sharing promising practices
• Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
• Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., 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-Bell 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-Bell also 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.

Scheduled Professional Development (with Approximate Dates)

- **National Charter Schools Conference**: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). *(July of each year)*
- **California Charter Schools Association (CCSA) Conference**: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. *(March of each year)*
- **Charter Schools Development Center (CSDC)**: Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. *(June of each year)*
- **Magnolia Public Schools (MPS) professional development days**: MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed. *(Dates TBD)*

Other professional development programs that MSA-Bell considers include:

- **College Board’s Workshops and Seminars** *(typically in the summer)*
- **Association of Latino Administrators and Superintendents Conference** *(Summer Institute)*
- **National Council of Teachers of Mathematics Conference** *(April of each year)*
- **National Science Teachers Association Conference** *(March/April of each year)*
- **National Council of Teachers of English Conference** *(November of each year)*
- **California Council for History Education Conference** *(October of each year)*
- **California Science Teachers Association (CSTA)** *(October of each year)*
- **California Association of Mathematics Teacher Educators Conference** *(February of each year)*

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-Bell.

**Common Core State Standards (CCSS) Transition: Professional Development**

**Timeline**

- Building Awareness *(2011-12)*
- Examining Systems & Significant Shifts in Instruction *(2012-13)*
- Aligning Curriculum, Instruction, & Assessment *(2013-14)*
- Full Implementation *(2014-15)* *(The Charter School has reviewed its curriculum, instructional materials, and assessments. They are aligned to CCSS.)*

**Topics**

1. Building awareness of the CCSS shift and focus
   - CCSS Shifts
   - State implementation plans
2. Anticipating challenges and preparing towards them
• Teacher frictions
• Textbook, Resources/budget
• Assessment
• Technology

3- Preparation: Gathering resources and tools
   a. Establishing a team to oversee the transition
      ▪ Admin Team, Counselor, Math Dept., English Dept.
   b. Awareness campaigns
      ▪ Students, Parents, Board and Community

4- Managing the change (transition to CCSS)
   ▪ Timeline (Action, responsibilities, benchmarks, deadlines)
   ▪ Establish the culture
   ▪ Literacy instruction
   ▪ Text complicity and informational text
   ▪ Close reading and text based response
   ▪ Writing across content area
   ▪ Mathematics instruction
   ▪ Student engagement and collaboration
   ▪ Instructional time
   ▪ Create and learn vs. “Sit and Get”
   ▪ Professional Development
   ▪ Assessment

5- Fixing related problems

6- Improving practices and results

Scheduled PD on CCSS (with Approximate Dates)
   ▪ CCSA Conference (March of each year; CCSS sessions for teachers/administrators)
   ▪ Home Office Support:
      o Trainings on CCSS (During summer in-services)
      o Atlas Platform (Ongoing; platform for teachers to share documents and promising practices on CCSS)
      o Support on MPS PD Days (Dates TBD)
      o Admin Workshop on CCSS (Dates TBD)
      o Home Office Site Visits/Teacher Observations and 1-1 teacher Conferences (Dates TBD)
   ▪ LA County Office of Education Workshops (Dates TBD)
Ongoing Professional Development Program for Special Education

MSA-Bell 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-Bell has a special education teacher to 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, MPS conducts quarterly training sessions about special education.

The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans
1.7 MEETING THE NEEDS OF ALL STUDENTS

1.7.1 English Learners

Charter School is required to timely identify potential English Learners (ELs) students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), MSA-Bell shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

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

ENGLISH LEARNERS MASTER PLAN

Please note that the English Learners Master Plan below is based on the current CELDT exam and will be updated to be based upon the upcoming English Language Proficiency Assessments for California (ELPAC) as guidance is given by the CDE in coming years.

MSA-Bell will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). MSA-Bell will implement the MPS EL Master Plan which includes the following components:

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

B. Implementation and Programs

C. Monitoring Student Progress

D. Staff Qualifications & Professional Development

E. Evaluation of Program Effectiveness

A. Initial Identification, Assessment, Parent Notification, and Placement of
English Learners

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

2-Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours. The students will take the California English Language Development Test (CELDT) (within thirty days of enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient), unless the school has proper documentation of the student’s re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student’s English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Measures of Academic Progress (MAP) tests, teacher evaluation, and parent consultation.

Northwest Evaluation Association (NWEA)’s Computer-Adapted Tests: Measures of Academic Progress (MAP)

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student’s reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate “skills reports” that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

3-Parent Notification: The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent’s primary language unless it is not practicable. Within the first month of the school year (or thirty days of student’s enrollment,) the School will notify the parents of its responsibility for CELDT testing, student’s prior CELDT results if available, EL identification, program placement options, student’s academic achievement level and reclassification information. The CELDT shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student’s CELDT results within thirty days of receiving results from publisher. The School will also invite parents of students who are candidates for reclassification to attend a special meeting at the school to discuss the reclassification process and the recommended program for their children.

4-Placement: The CELDT will be used for the initial and annual assessment of each student’s ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results,
the school administration, EL Coordinator, and the Response to Intervention (RTI) coordinator will determine the most appropriate placement and support strategies with the help of the student’s parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the CELDT test results, basic skills assessment, teacher evaluation, parent consultation and the School team’s recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

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

B. Implementation and Programs

The following charts summarize the EL programs that will be offered at MSA-Bell.

Grades: TK-5

<table>
<thead>
<tr>
<th>Type of Setting</th>
<th>Eligible Students</th>
<th>Program Description</th>
</tr>
</thead>
</table>
| Structured English Immersion (SEI) Program | English Learners  
  - CELDT Level 1 (Beginning)  
  - CELDT Level 2 (Early Intermediate) | **Explicit ELD:** Structured English language instruction throughout the day, both designated and integrated approaches are used and aligned to the new CA ELD standards (1 hour minimum per day in addition to grade-level core Reading/Language Arts)  
  **Access to Core:** Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials  
  **Electives:** Mixed groups of EL, FEP, and E/O students  
  **Primary Language Support:** Used only to motivate, clarify, direct, support, or explain |
| English Language Mainstream (ELM) Program | English Learners  
  - CELDT Level 3 (Intermediate)  
  - CELDT Level 4 (Early Advanced)  
  - CELDT Level 5 (Advanced) | **Explicit ELD:** Daily integrated and/or designated ELD instruction based on the new CA ELD standards (45 minutes minimum per day in addition to grade-level core Reading/Language Arts)  
  **Access to Core:** Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials  
  **Electives:** Mixed groups of EL, FEP, and E/O students  
  **Primary Language Support:** Minimal, only as needed |
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<tr>
<th>Type of Setting</th>
<th>Eligible Students</th>
<th>Program Description</th>
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<tbody>
<tr>
<td>Structured English</td>
<td>English Learners</td>
<td>Explicit ELD: Daily designated ELD instruction based on the new CA ELD Standards with appropriate text and supplementary materials</td>
</tr>
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</table>
| Immersion (SEI)     | • CELDT Level 1 (Beginning) | • For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.  
| Program             | • CELDT Level 2 (Early Intermediate) | • For all others, ELD is in addition to grade-level core English Language Arts/English. (1-2 periods per day)  
|                     |                              | *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year. |
|                     |                              | Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials |
|                     |                              | Electives: Mixed groups of EL, FEP, and E/O students |
|                     |                              | Primary Language Support: Used only to motivate, clarify, direct, support, or explain |
|                     |                              | Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program: |
|                     |                              | Grades TK-5:                                                                                           |
|                     |                              | • Explicit ELD: Daily minimum 1 hour of structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials. |
|                     |                              | • Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials. |
| English Language    | English Learners            | Explicit ELD: Daily integrated and/or designated ELD instruction based on the new CA ELD standards (1 period minimum per day in addition to grade-level core English Language Arts/English) |
| Mainstream (ELM)   | • CELDT Level 3 (Intermediate) | Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials |
| Program             | • CELDT Level 4 (Early Advanced) | Electives: Mixed groups of EL, FEP, and E/O students |
|                     | • CELDT Level 5 (Advanced) | Primary Language Support: Minimal, only as needed |
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.

- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.

- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

*Grades 6-12:*

- **Explicit ELD:** Daily structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
  - For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.⁴⁹ ELD instruction will be provided 2-3 periods per day depending on student needs.
  - For all others, ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided 1-2 periods per day depending on student needs.

- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials.

- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and E/O students.

- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.

- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

**English Language Mainstream (ELM) Program:** The goal of this program is to ensure that ELs continue to

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⁴⁹ *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.*
progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Following are the components of this program:

**Grades TK-5:**

- **Explicit ELD:** Daily minimum 45 minutes of structured ELD program, in addition to grade-level core Reading/Language Arts, will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

**Grades 6-12:**

- **Explicit ELD:** Daily structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
  - ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided for a minimum of 1 period per day depending on student needs.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

*Specially Designed Academic Instruction in English (“SDAIE”) methodology*
SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MSA-Bell teachers will be trained in SDAIE techniques.

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

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

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

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and “all of the above except.”
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student’s level of comprehension. Structure questions to student’s level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

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

**Guided Language Acquisition Design (GLAD)**

Project GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD is based on years of experience with integrated approaches for teaching language. Tied to the Common Core State Standards and State Standards, the model trains teachers to provide access to core curriculum.

Project GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. Project GLAD develops metacognitive use of high level, academic language and literacy. During the staff development, teachers are provided with the instructional strategies, the theory and research that support the model, and the curriculum model that brings these all together in the context of state frameworks and standards. The second part of the training is a demonstration session in the classroom where the model is demonstrated with students.

During the training, teachers also learn about the components of the GLAD model, as well as multiple effective ELD and SDAIE strategies within each component. The four components of Project GLAD consist of the following:

- Focus/Motivation (which is very similar to building background)
- Input (ways to make cognitively complex concepts understandable to students)
- Guided Oral Practice (practice of key vocabulary and language objectives)
- Reading/Writing (modeled, shared, collaborative, guided and independent)

The focus and motivation component of the Project GLAD ELD instructional model consists of strategies designed to build background knowledge, motivate students, activate prior knowledge, and enhance academic language. The input component consists of various comprehensible input strategies that enable teachers to provide core content instruction to students at all proficiency levels in a comprehensible and understandable way. The guided oral practice component provides multiple comprehensible output strategies designed to promote the development of academic language. The reading and writing component highlights effective reading and writing strategies that can be taught whole group through teacher modeling, small group cooperative team opportunities, small group teacher-led instruction, and independent activities.

After the training, the Project GLAD training consists of additional classroom demonstration lessons. Participants are able to observe one of the Project GLAD presenters teaching an ELD unit to a group of students, while another Project GLAD presenter coaches participants in the back of the classroom. Teachers watch the classroom demonstration each morning, and the afternoon sessions are dedicated to debriefing, reflection, and planning.

Project GLAD is a powerful and academically challenging ELD instructional model that promotes high levels of proficiency in English. Project GLAD training provides intensive professional development to teachers of English learners, and one of the best things about the training is that teachers will be able to see the strategies being taught in action! When teachers are able to see the strategies being demonstrated with students, it makes all the more sense to them and improves the likelihood of implementation at the classroom level.

Project GLAD training results in teachers' renewed commitment to high expectations and high standards for all

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50 Source: http://projectglad.com
students. The results for students have been continued gains in standardized test scores, as well as renewed
involvement in a classroom that is, not only student-centered, but fosters a sense of identity and voice.

Project GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California
Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform
Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the
California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California
Department of Education “Best Practices” program for Title III professional development funding.

Curriculum Resources

MSA-Bell will utilize California State Board of Education (SBE) adopted instructional materials per related California
Education Codes. The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify,
evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

Curricular resources for ELD: English 3D by Scholastic, Inside by National Geographic Learning, part of
Cengage Learning, Rosetta Stone, BrainPOP ESL.

C. Monitoring Student Progress

Assessments: The CELDT/ELPAC will be used for the annual assessment of each student’s ELD level, along with
scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT
scores, overall and subtest data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and
student performance will be closely monitored by the teachers and administrators throughout the year and over the
years.

ELs will be continuously monitored through assessments for English language development and academic progress.

Students will be assessed at the end of each ELD curricular unit via teacher created assessments, approximately every
6-8 weeks. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage
and Mathematics.

Using Assessment Results for Instruction

MAP tests are administered three times a year. MSA-Bell generates reports from MAP that includes student
performance data for each test administration. The School’s admin team analyzes the data and makes inferences.
Student performance data is then shared with the school team for further study. Teachers will use these reports in
several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the
standards that students have already mastered and those that need to be developed. Secondly, they will use them to
assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or
acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the
professional development that occurs prior to the start of school and ongoing throughout the year.

Other Assessments

Other assessments to monitor student progress, besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-
created ELD curricular unit assessments and MAP tests, include Renaissance’s Star Reading tests, Accelerated Reader
tests, and assessments provided by various publishers listed in Curriculum Resources. These assessments allow
teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on
the CA CCSS for ELA/Literacy and the new CA ELD standards which have not been achieved. A summary of
Assessments is outlined in the following table:

<table>
<thead>
<tr>
<th>Beginning of Year</th>
<th>Weekly</th>
<th>End of Unit/Quarterly</th>
<th>Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Home Language Survey</td>
<td>▪ Teacher created assessments</td>
<td>▪ End of ELD curricular unit assessments</td>
<td>▪ Smarter Balanced ELA/Literacy test</td>
</tr>
<tr>
<td>▪ MAP Test-1</td>
<td>▪ Accelerated Reader tests</td>
<td>▪ Publisher provided assessments</td>
<td>▪ MAP Test</td>
</tr>
<tr>
<td>▪ CELDT (ELPAC in the future)</td>
<td></td>
<td>▪ Progress reports with grades and teacher comments</td>
<td></td>
</tr>
<tr>
<td>▪ Renaissance STAR Reading test</td>
<td></td>
<td>▪ MAP tests</td>
<td></td>
</tr>
<tr>
<td>▪ Accelerated Reader tests</td>
<td></td>
<td>▪ Renaissance STAR Reading tests</td>
<td></td>
</tr>
<tr>
<td>▪ End of ELD curricular unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Publisher provided assessments</td>
<td></td>
<td></td>
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<td>▪ Progress reports with grades and teacher comments</td>
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<tr>
<td>▪ MAP tests</td>
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<td></td>
</tr>
<tr>
<td>▪ Renaissance STAR Reading tests</td>
<td></td>
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</tbody>
</table>

**Reclassification:** MSA-Bell will use the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or CMA (score of Basic or higher)- MAP test Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state-, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

<table>
<thead>
<tr>
<th>Grades K-5</th>
<th>Grades 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual CELDT Scores</strong></td>
<td><strong>Smarter Balanced ELA/Literacy score:</strong> This criterion is not applicable until cut scores are released by the State. (Grades 3-5)</td>
</tr>
<tr>
<td>▪ <strong>Smarter Balanced ELA/Literacy score:</strong> This criterion is not applicable until cut scores are released by the State. (Grades 6-8, 11)</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>MAP score:</strong> Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:</td>
<td>▪ <strong>CAHSEE:</strong> Passing score on CAHSEE-ELA (Grades 10-12)</td>
</tr>
<tr>
<td>Grade</td>
<td>Fall score OR Winter/Spring score</td>
</tr>
<tr>
<td>2:</td>
<td>168               179</td>
</tr>
<tr>
<td>3:</td>
<td>181               189</td>
</tr>
<tr>
<td>4:</td>
<td>183               188</td>
</tr>
<tr>
<td>5:</td>
<td>192               197</td>
</tr>
</tbody>
</table>

*www.nwea.org
**Teacher Evaluation**

Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) evaluates student performance and concurs with the recommendation to reclassify. A current passing grade in English Language Arts/English/ESL class is one criterion, but not a requirement for reclassification. The following multiple measures may also be considered: Score of Basic or higher on standards-based ELA assessments/final ELA exam, progress report/report card grades in equivalent ELA/ELD courses, prior CST/CMA scores, authentic student work samples, especially writing samples, and CAHSEE scores.

**Parent Consultation and Notification**

Parent/Guardian concurs with the recommendation to reclassify. Reclassified students are monitored for a period of at least two years. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in section B, “Implementation and Programs.”

**D. Staff Qualifications & Professional Development**

All teachers providing specialized academic instruction for EL students at MSA-Bell must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MSA-Bell provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-Bell 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. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-Bell staff continues to revisit for professional development. MSA-Bell will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, SDAIE/GLAD strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MSA-Bell staff will be 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/GLAD 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.
MSA-Bell identifies high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures.

MSA-Bell will have a school psychologist on site starting with the 2015-16 school year. This will allow MSA-Bell to test students on-site to see if they meet the criteria for gifted. The parameters for designation are in line with LAUSD's GATE Identification policies51.

All students, including high-achieving, gifted, and talented students, are offered a broad range of academic learning opportunities. Our students are engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities are supported by the school staff, volunteer college and graduate students, and parents. Funding for these endeavors will be provided partially by the school and through grants, donations and fundraising. The Charter School administration designs the school program so that advanced programs, including courses, clubs, and other educational opportunities such as camps and school-university connections, are offered to our students. The administration works with the teachers and parents to encourage for student participation in these programs.

Since the Charter School provides annual PD on differentiating and individualizing instruction for students at different levels, students achieving above grade level can be served effectively. The variety of instructional techniques and materials provided in our program allow the students to accelerate to higher levels of learning. The Dean of Academics monitors the performance and progress of gifted/talented students and students achieving above grade level through classroom observations, lesson plans, progress and grade reports, projects and activities, student participation in advanced programs and internal assessments, including MAP tests and ACT Aspire assessment.

The Advanced Math Program (AMP) is MSA-Bell’s program for gifted/talented students and students achieving above grade level. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. AMP is designed to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the AMP computer class, students learn the programming language C++ and Scratch. Scratch is programming language for beginners; C++ is programming language for high school and college students. In AMP math class, students learn creative problem solving strategies.

AMP is offered both as an elective class during the day and after school club at MSA-Bell. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. MSA-Bell offers an intensive AMP camp program during the winter and summer breaks where students get coached by experienced AMP program coaches.

Academic clubs are an important extension and integral part of MSA-Bell’s program. MSA-Bell offers these clubs to give students access to STEM programs early on. These academic clubs include First Lego League, Advanced Math Program and Cool Science clubs. Through these clubs, students get the opportunity to participate in regional/nationwide contests such as:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools

51 http://achieve.lausd.net/Page/1989
Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl

Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design

Please see section 1.4.4 “Accelerated Academic Achievement” and section 1.5 “Curriculum” for more information about the Charter School's programs.
1.7.3 Students Achieving Below Grade Level

MSA-Bell identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. The Charter School uses multiple measure assessments including MAP Tests, sample Smarter Balanced tests, Accelerated Reader & Accelerated Math tests, and teacher-designed tests for identification. Please see section 1.4.1, “Data Driven Design,” for more information on early intervention.

Teachers at MSA-Bell meet at least weekly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students’ strengths and weaknesses in specific subjects are identified and analyzed. Teachers utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data. Students are assigned class activities based on their identified levels that are determined by MAP and other placement test results. Teachers differentiate instruction per their students’ cognitive and social needs. Each student’s academic progress is monitored by the subject teachers and the Dean of Academics.

To narrow the achievement gap for low-achieving students, specialized strategies are implemented both during school hours and in the after-school program. At MSA-Bell, low-achieving students are given much needed individualized attention by their teachers and the school administration. The school asks the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a 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.

MSA-Bell offers a customized after-school program to all its students depending on their academic achievement level, as depicted in Fig. 3 below. Individual and small group tutoring as well as homework clubs are also available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student’s needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject’s content standards. Low achieving students’ progress is quantitatively measured through MAP, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year’s academic progress within the school year.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those low-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students’ interest in learning. The teacher regularly monitors academic improvement for these low achieving students through in-class assessments. 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.
Figure 3 – MSA-Bell after school program structure

- **Students in need of English Language Support**
- **Extensive English Tutoring**
- **Computer aided reading, listening, vocabulary sessions, Grammar and writing lessons.**

1. **In-Class Performance**
2. **School Assessments**
3. **Statewide Assessments**

- **Low Achievers**
- **Low Grades**
  - **CST: BB, FBB**

- **Tutoring Program**
- **Mathematics**
- **Science**
- **Social Sciences**
- **Language Arts**

- **Community Service** (Environment cleaning, visits to senior citizens, etc.)
- **Fun/Sports Clubs** (Chess, Basketball, Badminton, etc.)

- **Recommended Tutoring Program**
- **Academic Clubs** (Adv. Math, Adv. Science, Web design, etc.)
1.7.4 Socio-Economically Disadvantaged Students

California Department of Education defines socio-economically disadvantaged student as a student whose parents both have not received a high school diploma. This means that the parents would likely not be able to provide sufficient help with topics taught in class or homework assigned to the student. Every student has a potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students are prone to fail because of lack of vision, or they do not have necessary assistance and guidance required of their families.

The instructional design of MSA-Bell addresses the needs of low-income and socio-economically disadvantaged students. The School identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Free tutoring of all core classes is provided to the student after school. Free tutoring tailors to specific learning styles and needs, makes students able to progress at their own pace, gives the opportunity to companion with a positive adult role model and promotes emotional support that they may not be able to get at home. The tutoring of upper-grade students will also motivate students on learning.

While continuous free tutoring, additional resources given by teachers and available at the library, and after school programs enhance the academic progress of the students; home visits, sleepovers, 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 will have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

Second Step classes in middle school will enable socio-economically disadvantaged students to have a vision and be more specific on their goals to be successful at school and during their life. Sustained Silent Reading (SSR) hours enable these students to unlock a lifetime of reading habits, to have fluency and vocabulary in expressing their ideas, and have positive effect on their behavior. Mandatory Computer Technology classes that use the Google Apps For Education (GAFE), a distinctive feature at MPS, beyond just using technology in teaching, enables today's computer-friendly youngsters acquire computing and research skills that they will need for success in higher education and life while using computer based core class related projects for their technology integration classes.

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. Please also see section 1.4 “Instructional Design” and section 1.7.3 “Students Achieving Below Grade Level” for more information about how these programs will be beneficial to low-achieving and socio-economically disadvantaged students. The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

California Department of Education also defines a student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP) as, socio-economically disadvantaged. The School will also use registration records, home visits and parent surveys to identify the socio-economically disadvantaged students. To prevent any further financial burden on the parents of the student, the school may sponsor eligible students in teacher or parent organized, fee required events, such as summer camps, road trips, off campus activities, etc.
1.7.5 Students with Disabilities

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protects the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELP), as required by all public schools formed or approved by the District.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, MSA-Bell will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELP”) Local Plan for Special Education.

SELP Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will
function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

All charter schools District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child's Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

  All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- **Dropout (Including Charter Schools)**
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
1.8 “A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-Bell, they would notice students on campus before school began, some arriving as the gates open at 7:00 am to spend time visiting with friends, playing on the soccer field or visiting the library. As it nears time for class to begin, i.e., 8 a.m., they would see students heading toward their classrooms to get their breakfasts that have already been set up by our Breakfast in the Classroom (BIC) helpers.

They would learn that each class lasts about 50 minutes, and that after the lunch break around noon, everyone, including the principal and any volunteers on campus, pull out a book and begin reading silently. The classroom is silent as the students open their books to the bookmarked page.

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 standards-based movie or a PowerPoint presentation. 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. 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 STEM and writing skills in a hands-on project that reinforce their learning. They would see students were having fun as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher introduced a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she used a smart board to show her students information on the web about the author. Her class was able to choose a link on the web page to 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:

1. Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)
2. Student responses and questions
3. Student collaboration designing experiments or methods of inquiry
4. Team experiments “data” gathering
5. Students presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

These prospective sixth graders would have enjoyed some time with everyone else on the school grounds during Sustained Silent Reading, which occurs every day.

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. After lunch, they would notice all students using the recycling bins and waste cans to dispose of trash.

The after-school program is appealing. The prospective new students would see students staying after school, from about 3:30 p.m. to 6:25 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. The library and computer lab is open and staff and teachers are available to help with online research, assistance and review, enrichment or remediation in all subject areas.

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 Wednesdays, teachers participate in staff development meetings, from about 2:30 p.m. to 3:30 p.m., to discuss daily school operations and construct further improvement plans. Teachers share experiences and upcoming school wide projects are organized.
**ELEMENT 2: MEASURABLE PUPIL OUTCOMES &**

**ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

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

MSA-Bell has developed the following Student Learning Outcomes (SLOs) with the collaboration of the school community and the MPS Home Office (see Table 1). The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-Bell. Our schoolwide SLOs are embedded in our curriculum including the Second Step our instructional practice, core values, and daily culture at our school.

All students will be held accountable to the California State Standards and California Common Core State Standards and supported to achieve the MSA-Bell student learning outcomes. In addition, MSA-Bell expects its graduates to have mastered all or part of the MPS core academic skills and lifelong learning and interpersonal skills. In Tables 2 & 3 below, you will find those skills, along with representative measurable outcomes and sample assessment tools.

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

To better serve the students and the community, MSA-Bell will continue to examine and update its measurable student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, MSA-Bell will submit those changes to the District as an update to the charter.
### Table 1 – Student Learning Outcomes

<table>
<thead>
<tr>
<th>MSA-Bell graduates will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21ST CENTURY SCHOLARS who:</strong></td>
</tr>
<tr>
<td>- Use technology effectively to access, organize, research and present information.</td>
</tr>
<tr>
<td>- Demonstrate the ability to integrate technology as an effective tool in their daily lives.</td>
</tr>
<tr>
<td>- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).</td>
</tr>
<tr>
<td>- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.</td>
</tr>
<tr>
<td><strong>CRITICAL THINKERS who:</strong></td>
</tr>
<tr>
<td>- Apply, analyze, identify, synthesize and evaluate information and experiences.</td>
</tr>
<tr>
<td>- Connect the skills and content learned across the curriculum and evaluate multiple points of view.</td>
</tr>
<tr>
<td>- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.</td>
</tr>
<tr>
<td>- Utilize Problem-solving techniques during conflict resolution and to compromise.</td>
</tr>
<tr>
<td><strong>EFFECTIVE COMMUNICATORS who:</strong></td>
</tr>
<tr>
<td>- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.</td>
</tr>
<tr>
<td>- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.</td>
</tr>
<tr>
<td>- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.</td>
</tr>
<tr>
<td><strong>SOCIALLY RESPONSIBLE GLOBAL CITIZENS who:</strong></td>
</tr>
<tr>
<td>- Embrace and respect cultural diversity through the understanding of our Global World.</td>
</tr>
<tr>
<td>- Demonstrate knowledge and understanding of American and World History and the values of different cultures.</td>
</tr>
<tr>
<td>- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.</td>
</tr>
<tr>
<td>- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.</td>
</tr>
</tbody>
</table>
The following table summarizes skill goals in core academic areas at the Charter School. Annually, at least 80% of all students who have been enrolled at the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science.)

**Table 2 – Representative measurable student outcomes and assessment tools in core academic areas**

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| Core Academic Skills (Mathematics)     | ▪ Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures  
▪ Implement a variety of problem-solving strategies.  
▪ Develop fluency in basic computational/procedural skills.  
▪ Communicate precisely about quantities and logical relationships.  
▪ Make connections among mathematical ideas and between mathematics and other disciplines.  
▪ Be aware of the range of careers available in mathematics. | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semi-annual)  
▪ State-mandated tests aligned to standards (e.g., CASSPP) (annual)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)  
▪ MAP Testing (quarterly) |
| Core Academic Skills (Science)         | ▪ Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world.  
▪ Use critical thinking skills to analyze scientific problems and reach conclusions.  
▪ Effectively communicate results verbally and in writing.  
▪ Be aware of the range of careers available in science. | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semi-annual)  
▪ State-mandated tests aligned to standards (grades 6 – 8) (annual)  
▪ Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly) |
| Core Academic Skills (Language Arts)   | ▪ Grade-level and critical reading skills.  
▪ Knowledge of a coherent body of literature from the traditional canon.  
▪ Effective and accurate writing skills.  
▪ Effective verbal communication skills.  
▪ Critical-thinking skills. | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semi-annual)  
▪ State-mandated tests aligned to standards (e.g., CAASPP) (annual)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) |
| Core Academic Skills (History / Social Science) | ▪ Ability to analyze, explain, and evaluate world, US and world history.  
▪ Ability to link events in one historical period to another.  
▪ Effective writing and verbal communication skills.  
▪ Critical-thinking skills.  
▪ Critical-reading skills.  
▪ Understanding of cause and effect.  
▪ Understanding the importance of belief systems. | ▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semi-annual)  
▪ State-mandated tests aligned to standards (annual)  
▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) |
Lifelong Learning and Interpersonal Skills

It is our expectation that at least 80% of students who have been enrolled at the Charter School for a full academic-year will develop at least four of the following six lifelong learning and interpersonal skills prior to graduation:

Table 3 – Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Collaboration and Cooperation</td>
<td>• Incorporate personal management skills on a daily basis.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Effective participation in group decision-making processes.</td>
<td>• Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Work cooperatively with others and be a team player in achieving group goals.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td></td>
<td>• Be able to assume leadership in group tasks.</td>
<td>• Portfolios of student work, reports and/or exhibits including group assignments.</td>
</tr>
<tr>
<td>Self-assessment and Reflection</td>
<td>• Describe, analyze and prioritize personal skills and interests that they want to develop.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Describe and effectively use the personal qualities they possess that make them successful members of their school and community.</td>
<td>• Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Portfolios of student work, reports and/or presentations scored using rubrics.</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>• Set positive academic and non-academic goals.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Apply goal-setting skills to promote academic success.</td>
<td>• Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Set post-secondary goals with action steps, timeframes, and evaluation criteria.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td></td>
<td>• Identify the skills and credentials required for a particular profession and prepare accordingly.</td>
<td>• Portfolios of student work, reports and/or presentations scored using rubrics.</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>• Implement stop, think, and act strategies in solving daily life problems.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Generate alternative solutions to problems and predict possible outcomes.</td>
<td>• Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Apply the steps of systematic decision-making in school and life.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>• Implement a plan to meet a need or address a challenge based on personal strengths and available support from others.</td>
<td>• Portfolios of student work, reports and/or presentations scored using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Explore career opportunities based on their identified interests and strengths.</td>
<td></td>
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<tr>
<td></td>
<td>• Show self-esteem based on accurate assessment of self.</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>• Personal honesty and integrity.</td>
<td>• End of semester teacher evaluations on student behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Courage to express their views.</td>
<td>• Teachers’ comments entered into the Student Information System, CoolSIS</td>
</tr>
<tr>
<td></td>
<td>• Love, respect and loyalty to the United States of America.</td>
<td>• Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
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<tr>
<td></td>
<td>• Understanding and tolerance towards other societies in the world.</td>
<td>• Portfolios, presentations and/or exhibits of student work</td>
</tr>
<tr>
<td></td>
<td>• Participate in multicultural and cross-cultural activities.</td>
<td></td>
</tr>
</tbody>
</table>
Pursuant to Ed. Code § 47605(b)(5)(A)(ii), Table 5 in Element 1 describes the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals.

**MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

**Performance Targets Aligned to State Priorities**

Following is a table describing MSA-Bell’s outcomes that align with the state priorities and the goals and actions to achieve the state priorities, as identified in Element 1 of the charter. Also included is information regarding the methods for measuring pupil outcomes “consistent with the way information is reported on a school accountability report card”, CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d). The Charter School’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the MPS Board of Directors.
## Table 4 – Performance Targets Aligned to State Priorities

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
<th>PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Initial and annual verification of teacher credentials</td>
<td></td>
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<td></td>
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<tr>
<td>- Compliance documentation for Charter School Oversight Visit</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students who will have sufficient access to standards-aligned instructional materials</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inventory of instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CoolSIS purchase requests for instructional materials</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of items on facility inspection checklists in compliance/good standing</th>
<th>≥90%</th>
<th>≥90%</th>
<th>≥90%</th>
<th>≥90%</th>
<th>≥90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Monthly site inspection documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Annual facility inspection reports</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily cleanliness spot checks</th>
<th>Daily</th>
<th>Daily</th>
<th>Daily</th>
<th>Daily</th>
<th>Daily</th>
</tr>
</thead>
</table>

### STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

<table>
<thead>
<tr>
<th>Percentage of CCSS implementation for all students</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher curriculum maps and lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP test</th>
<th>5% increase from Fall 2014 to Spring 2015</th>
<th>5% increase from Fall 2015 to Spring 2016</th>
<th>5% increase from Fall 2016 to Spring 2017</th>
<th>5% increase from Fall 2017 to Spring 2018</th>
<th>5% increase from Fall 2018 to Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>- MAP test reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of EL students who will attain English language proficiency as measured by the CELDT and/or ELPAC</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CELDT and/or ELPAC reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3: PARENTAL INVOLVEMENT

<table>
<thead>
<tr>
<th>Minimum number of parents on the Advisory School Council (ASC)</th>
<th>2 parents</th>
<th>2 parents</th>
<th>2 parents</th>
<th>2 parents</th>
<th>2 parents</th>
</tr>
</thead>
</table>

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- SSC meeting agendas and minutes

<table>
<thead>
<tr>
<th>Minimum number of ASC meetings per year</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
</tr>
</thead>
</table>
- ASC meeting agendas and minutes

<table>
<thead>
<tr>
<th>Minimum number of Parent Task Force (PTF) meetings per year</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
</tr>
</thead>
</table>
- PTF meeting agendas and minutes

<table>
<thead>
<tr>
<th>Minimum number of English Learner Advisory Committee (ELA) meetings per year</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
<th>4 meetings</th>
</tr>
</thead>
</table>
- ELAC meeting agendas and minutes

- Minimum number of parent activities/events Charter School will hold per year

<table>
<thead>
<tr>
<th>Teachers will update CoolSIS records</th>
<th>Daily / weekly</th>
<th>Daily / weekly</th>
<th>Daily / weekly</th>
<th>Daily / weekly</th>
<th>Daily / weekly</th>
</tr>
</thead>
</table>
- CoolSIS records

<table>
<thead>
<tr>
<th>Minimum number of progress reports/report cards sent to parents per year</th>
<th>4 reports</th>
<th>4 reports</th>
<th>4 reports</th>
<th>4 reports</th>
<th>4 reports</th>
</tr>
</thead>
</table>
- Progress reports/report cards, parent-teacher conference sheets

<table>
<thead>
<tr>
<th>Percentage of students who will be home-visited per year</th>
<th>≥25%</th>
<th>≥25%</th>
<th>≥25%</th>
<th>≥25%</th>
<th>≥25%</th>
</tr>
</thead>
</table>
- Home visit calendar

## STATE PRIORITY #4: PUPIL ACHIEVEMENT

- Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and math on the CAASPP assessment system based on prior year data

<table>
<thead>
<tr>
<th>Proficiency/growth targets</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
<th>Meet or exceed target for growth</th>
</tr>
</thead>
</table>
- CAASPP reports by CDE
- Interim assessment reports
- Intervention rosters

<table>
<thead>
<tr>
<th>For all subgroups, percentage of students performing proficient on the Reading/ELA and math sections of the MAP test</th>
<th>5% increase from Fall 2014 to Spring 2015</th>
<th>5% increase from Fall 2015 to Spring 2016</th>
<th>5% increase from Fall 2016 to Spring 2017</th>
<th>5% increase from Fall 2017 to Spring 2018</th>
<th>5% increase from Fall 2018 to Spring 2019</th>
</tr>
</thead>
</table>
- MAP test reports

<table>
<thead>
<tr>
<th>API growth target for all students, including all numerically significant student subgroups, based on prior year data</th>
<th>Meet or exceed target</th>
<th>Meet or exceed target</th>
<th>Meet or exceed target</th>
<th>Meet or exceed target</th>
<th>Meet or exceed target</th>
</tr>
</thead>
</table>
- API/AYP reports by CDE

<table>
<thead>
<tr>
<th>Percentage of ELs making annual progress in learning English as measured by the CELDT and/or ELPAC</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
</tr>
</thead>
</table>
- CELDT and/or ELPAC reports
<table>
<thead>
<tr>
<th>Percentage of ELs reclassified to fluent English proficient (RFEP)</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
<th>5% increase from the prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT reports</td>
<td>Meet goal</td>
<td>Meet goal</td>
<td>Meet goal</td>
<td>Meet goal</td>
<td>Meet goal</td>
</tr>
<tr>
<td>CALPADS records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassification documents</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Charter School will organize a College & Career Week.  

<table>
<thead>
<tr>
<th>Percentage of students in grade 8 who will participate in the ACT Aspire assessment</th>
<th>≥50%</th>
<th>≥60%</th>
<th>≥70%</th>
<th>≥80%</th>
<th>≥90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Aspire assessment reports</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

| STATE PRIORITY #5: STUDENT ENGAGEMENT                                             |      |      |      |      |      |
| ADA rate                                                                          | ≥95% | ≥95% | ≥95% | ≥95% | ≥95% |
| ADA reports                                                                       |      |      |      |      |      |
| Chronic absenteeism rate                                                          | ≤1%  | ≤1%  | ≤1%  | ≤1%  | ≤1%  |
| ADA reports                                                                       |      |      |      |      |      |
| Daily attendance records                                                          |      |      |      |      |      |
| Middle school dropout rate                                                        | ≤1%  | ≤1%  | ≤1%  | ≤1%  | ≤1%  |
| ADA reports                                                                       |      |      |      |      |      |
| Enrollment records                                                                |      |      |      |      |      |
| CDE records/CALPADS reports                                                       |      |      |      |      |      |

| STATE PRIORITY #6: SCHOOL CLIMATE                                                |      |      |      |      |      |
| Student suspension rate                                                          | ≤5%  | ≤5%  | ≤5%  | ≤5%  | ≤5%  |
| Behavior incident reports via CoolSIS                                             |      |      |      |      |      |
| Suspension reports via CoolSIS, Welligent                                         |      |      |      |      |      |
| CDE records/CALPADS reports                                                       |      |      |      |      |      |
| Student expulsion rate                                                           | ≤1%  | ≤1%  | ≤1%  | ≤1%  | ≤1%  |
| Behavior incident reports via CoolSIS                                             |      |      |      |      |      |
| District records                                                                  |      |      |      |      |      |
| CDE records/CALPADS reports                                                       |      |      |      |      |      |
| Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness | ≥85% | ≥85% | ≥85% | ≥85% | ≥85% |
| Survey reports                                                                    |      |      |      |      |      |

<p>| STATE PRIORITY #7: COURSE ACCESS                                                  |      |      |      |      |      |
| Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have sufficient access to all academic and educational programs provided by the Charter School | 100% | 100% | 100% | 100% | 100% |
| Master schedule                                                                   |      |      |      |      |      |
| Student schedules                                                                |      |      |      |      |      |</p>
<table>
<thead>
<tr>
<th></th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
<th>≥80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled at the Charter School for a full academic year who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Grade reports via CoolSIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAASPP/state standardized test reports by CDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim assessment reports</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Intervention rosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students enrolled in the Charter School who will create or demonstrate a STEM focused project, experiment, model or demo</td>
<td>≥80%</td>
<td>≥80%</td>
<td>≥80%</td>
<td>≥80%</td>
<td>≥80%</td>
</tr>
<tr>
<td></td>
<td>STEM festival schedule and rosters</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher grades</td>
<td></td>
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</tbody>
</table>
MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Standardized Testing
Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Public School Choice Performance
Charter School will track the same information presented in the LAUSD School Report Cards. To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.
Charter School’s performance will be evaluated pursuant to the requirements of the Public School Choice program.

MSA-Bell shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in Elements 2&3, MSA-Bell will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments will be aligned to the school’s mission, exit outcomes and the curriculum. Results of these assessments will be used to facilitate continuous improvement of the programs offered at each school site. MSA-Bell will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Standardized Testing
MSA-Bell will use state-mandated tests to monitor each student’s performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.

MSA-Bell will continue over time to examine and refine its methods for assessing student outcomes to reflect the school’s mission and any changes in statewide student assessments that may become applicable to charter schools.

Formative Assessments
The measures that will be used to assess student progress include all state-mandated standardized tests such as the CAASPP assessments. MAP testing will be utilized to measure student progress three times a year. As explained in section 1.4.1, “Data Driven Design,” 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 California Department of Education’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. Curriculum Associates’ Ready Common Core program, Holt McDougal Publisher’s resources, and Accelerated Math programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/framework which have not been achieved.

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

Computer Adapted Tests
Please see section 1.4.1.A about MAP testing.
DATA ANALYSIS AND REPORTING

The results of CAASPP assessments, along with school-specific assessment data, will be used to evaluate progress. Each school site’s staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school’s curriculum and other programs at the end of every semester. Parents will be apprised of their students’ progress through quarterly report cards. The school will record grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-Bell will have at least one computer on campus available for parent use.

Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate.

The progress of EL students will be monitored using the CELDT (and in upcoming years, the ELPAC), CAASPP scores, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input. Students who have been re-designated as English proficient will be monitored for at least two years following their re-designation.

MSA-Bell acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including MSA-Bell, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at MSA-Bell and of the District. MSA-Bell further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that MSA-Bell does not have that MSA-Bell needs in order to meet its obligations, the District shall provide the same to MSA-Bell in a reasonably timely manner upon request. MSA-Bell will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

CoolSIS: MPS’ School Information System

MPS uses CoolSIS for its internal school information system (SIS). Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MPS administrators to create and print any reports within seconds. The system can produce more than 70 pre-designed reports including CA State ADA and CSIS reports as well as empowering administrators to easily design reports customized to their needs. CoolSIS is a great asset to MPS such that:

- CoolSIS empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of any MPS school and any time in any aspect including past data.

- This custom-made system is highly adjustable according to MPS’ schools’ needs and it is being developed to meet the MPS schools’ needs.

- Longitudinal studies can be performed using CoolSIS.
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 will be mailed home per year. Progress reports are not final and indicate a student’s performance to-date in the semester. Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student’s transcript.

At MSA-Bell 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 will work with the Department Chair in conjunction with the School’s Academic Coordinator to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-Bell will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 4.5 (Honors weighted) scale for Honors courses.

Middle School Grade Promotion

In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a “C” (2.0) or the second semester grade should be at least a “B-” (2.7).

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

Students who fail three or more core courses at the end of the year will not be promoted to the next grade. Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities. Students who fail one or two core courses can attend summer school at a public school or participate in the MPS Intensive Home Study Program (IHSP) to make up failed courses during summer. Students who attend MPS IHSP will receive a maximum grade of “C”. Student transcripts will be updated to include summer grades and GPA will be recalculated.
**ELEMENT 4: GOVERNANCE**

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

**GENERAL PROVISIONS**

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

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

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

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

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

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

**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

Responding to Inquiries

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

Student Records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
4.1 GOVERNANCE STRUCTURE
Nonprofit Public Benefit Corporation

MSA-Bell is a direct funded independent charter school operated by the Magnolia Education and Research Foundation (as already designated herein as “Foundation”) doing business as Magnolia Public Schools (MPS), a California Nonprofit Public Benefit Corporation, pursuant to California law.

MSA-Bell will operate autonomously from the District with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of MSA-Bell, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. MSA-Bell and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.
Organizational Chart of MPS

Please see the following figure for the organizational chart of MPS.

*Figure 1 - Organizational chart of MPS*
MSA-Bell will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. The MPS Board of Directors (“the Board”) is responsible for MSA-Bell’s operation and governance. The Board is responsible for hiring and supervising the Chief Executive Officer and Superintendent (CEO). The CEO will embody, advocate, and put into operation the vision, mission, and strategic direction of MPS, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation’s general manager and will have general supervision, direction, and control over the corporation’s business and officers, subject to the control of the Board.

The CEO hires, supervises, disciplines, and as needed, dismisses the school’s Principal. The Principal, in collaboration with the CEO and the HR department at the MPS Home Office (“Home Office”), hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school. The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff. The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff. The Board approves major school and MPS policies, and budgets for MSA-Bell. The Board’s responsibilities include, but are not limited to, the following:

- Promote, guard, and guide the MPS vision and mission;
- Ensure the Charter School meets its mission and goals;
- Establish educational policies;
- Ensure the rights and educational opportunities of all students;
- Hire, supervise, and evaluate the CEO;
- Support the CEO and review his/her performance;
- Ensure effective organizational planning;
- Ensure adequate resources;
- Manage resources effectively;
- Determine and monitor the Charter School’s programs and services;
- Establish budget procedures and determine budgetary allocations;
- Approve and monitor the Charter School’s annual budget, budget revisions, and monthly cash flow statements;
- Determine the methods of raising revenue;
- Approve contractual agreements;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Enhance the Charter School’s public image;
- Recruit and appoint new Board members and provide 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 the purposes for which schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the MPS Home Office (“Home Office”), including input from school site administrators, any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Chief Executive Officer (CEO)

The primary responsibility of the Chief Executive Officer (CEO) is to carry out the strategic plans and policies as established by the MPS Board of Directors including the academic performance and operations of the existing schools and future campuses and fiscal oversight. The Chief Executive Officer reports to the Board.

The duties and responsibilities of the CEO include but are not limited to the following:

• Provide the leadership, vision, and strategic direction for the school(s);
• Structure the organization of the school(s) to achieve the vision, philosophy and mission;
• Oversee all operations of the school(s) and report to the Board of Directors on their progress;
• Assist the Board in the development of governance policies for review and approval; and
• Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board;
• Oversee all aspects of the school(s) including personnel, financial matters, the academic program, facilities, and operations;
• Work with the President of the Board of Directors to draw up the agenda for all Board meetings;
• Recommend an annual budget including federally funded programs to the Board as required by state guidelines;
• Hire and oversee performance of the Home Office staff and principals whose jobs will be to support/lead the operations, academic performance, business, marketing and development work;
• Oversee hiring, supervision, professional development, evaluation and dismissal of all personnel at school(s) and the Home Office;
• Oversee the allocation of resources and school model decisions to drive the best balance between financial, operational, and academic concerns;
• Develop an overall human capital strategy and establish career paths within the MPS;
• Build a high performing, consistent data-driven culture at MPS at all levels of its operations;
• Drive increased performance in the current school(s) and further definition of the academic model;
• Determine the scope and sequence of educational programs according to the charter objectives;
• Implement well-researched, creative ways to educate the students in the school(s);
Serve as primary contact (Superintendent) with the State Department of Education;

Follow all legal mandates from the U. S. Department of Education and the State of California in all aspects related to funding, reporting and regulations associated with charter schools;

Work with outside counsel to support the legal needs of the organization;

Assist the Board in seeking donors of time, funds and resources in support of the schools;

Manage any required facility acquisition, maintenance and renovation efforts;

Perform other duties and responsibilities as are customary for the office of the CEO & Superintendent and as may be assigned from time to time by the Board.

Magnolia Public Schools Home Office ("Home Office")

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

- Overseeing operations of the schools to ensure compliance with the charter agreements
- Making hiring recommendations regarding school principals to the CEO
- Curriculum development
- Professional development
- Payroll
- Purchasing
- Budgeting
- Financial and other reporting
- Annual audit
- Community outreach
- Public relations
- Information Technology (IT) support
- Data management
- Facility management
- Human resources
C-Level Positions at the Home Office

Following are the C-level positions at the Home Office that report to the CEO and Superintendent: Chief of Staff, Chief Academic Officer, Chief Financial Officer, Chief Information Officer, Chief Growth Officer, and Chief External Officer. School principals report to the Chief Academic Officer. The CEO and Superintendent 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 and Superintendent.

Chief of Staff

The primary responsibilities of the Chief of Staff are to serve as primary thought partner to the CEO and as liaison to various organizational leadership teams.

The duties and responsibilities of the CEO include but are not limited to the following:

Serve as primary thought partner to CEO

- Help manage schools’ effectiveness and drive accountability for CEO by such means as: preparing and presenting various data sets and associated recommendations to the CEO, creating and managing accountability systems for the CEO
- Serve as a thought partner to the CEO, both in high-level strategy as well as implementation across all schools within Magnolia Public Schools
- Manage special assistant to CEO to maximize CEO’s daily, weekly, monthly time & priorities

Work closely with members of the Magnolia Public Schools leadership team

- Participate with the CEO and leadership team in solving a variety of long-term and day-to-day organizational challenges
- Manage preparation, execution, and follow-up for Board and Schools team meetings, including ensuring that key decisions are made and executed against on appropriate timelines

Strengthen culture and communications

- Work with the CEO to ensure the culture across regions, and organization-wide is the strongest, healthiest, and happiest it can be
- Support the CEO in writing, editing, and proofreading documents and presentations

Liaison to various organizational leadership teams

- Coordinate with CEO, on various initiatives to ensure smooth implementation across all Magnolia Public Schools
- Coordinate and drive project implementation with principals for process rollout org-wide

Design and implement strategic planning processes across school instructional leadership teams

Manage several specific strategic initiatives each year, revised annually

- Work with CEO and Special Assistant to the CEO to ensure CEO’s time is maximally focused on organizational priorities and needs
- Be proactive around CEO’s priorities by staying ahead of and circling back on short-, medium-, and long-
term priorities and needs

Other projects and duties as assigned by the CEO

Chief Academic Officer (CAO)

Reporting to the Chief Executive Officer, the chief academic officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school leaders at each school as well as the curriculum and instructional support staff will report directly to the CAO who will have primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS’s curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the schools.

The duties and responsibilities of the CAO include but are not limited to the following:

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.
- Develop and lead principals and school teams in their roles as instructional leaders and site managers.
- Monitor, provide feedback to and evaluate school leaders providing clarity of roles, functions, goals and accountability.
- Determine and implement the MPS’s academic priorities. Review assessment tools on a regular and ongoing basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as MPS expands to serve more students.
- Support leadership at schools to ensure high quality implementation of the educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying appropriate program resources to ensure that curricula are student-focused and aligned with MPS’s missions, core values, academic standards, and strategic goals.
- Assure that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.
- Recruit and train highly qualified incoming school leaders. Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.
- Facilitate collaboration among school leaders and school sites.
- Collaborate with school leaders on hiring of staff when appropriate.
- Assist school leaders with on-boarding of new teachers and staff.
- Support school leaders on creating coherency in culture and routines within the school culture.
- Work with the school leaders to field parent and community concerns, questions and outreach, helping with action plans when necessary.
Chief Financial Officer (CFO)

Reporting to the Chief Executive Officer (CEO), the Chief Financial Officer (CFO) is responsible for the financial performance of Magnolia Public Schools (MPS). The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

The duties and responsibilities of the CFO include but are not limited to the following:

- Reviewing reconciliations and reconciling all accounts as considered necessary.
- Approving and reviewing adjusting journal entries and other direct general ledger accounting transactions
- Managing the monthly, quarterly, and annual closing of the books
- Implementing all financial and accounting practices along with MPS business policies and procedures
- Creating and revising the policies and procedures when/if needed
- Interacting and cooperating with charter oversight agencies and respond timely to requests
- Preparing, monitoring, and administrating all aspects of financial reporting timelines and due dates. This includes but not limited to internal reporting deadlines as well each charters oversight agency, federal, state, and local reporting requirements.
- Overseeing all financial audits including Annual Financial Audit along with consolidated audited financial statements
- Managing the annual organization federal and state tax return
- Reporting the financial statements to authorizers and other entities
- Creating the multiple year budget, cash flow along with detailed sources of restricted and unrestricted projections for all campuses in accordance with school site leaders and CMO
- Presenting the financial statements to the board when/if needed
- Overseeing the records of the revenue and disbursement sources for federal, state and other funds
- Undertaking the AR and AP practices
- Improving and changing the financial/accounting tools and infrastructure when/if needed
- Coaching and training finance and accountant personnel when/if needed
- Managing the process for facility financing including public tax exempt bond financing
- Participating and take a leading role in updating and converting to new accounting technologies such as software programs and procedures.
- Organizing, administering, and supervising payroll, accounts payable and receivables, and other related services within the Magnolia Public Schools
- Performing and/or supervising central accounting of expenditures, forecasting revenue and expenditures, fixed assets, and all other related functions
Planning, organizing and implementing long and short-term programs and activities designed to enhance assigned budgets and financial and accounting activities; develops, implements and monitors accounting systems for a variety of financial functions

Training, supervising and evaluating the performance of assigned personnel; interviews and selects employees and recommends transfers, reassignment, and take disciplinary actions

Performing researching and directing the preparation and maintenance of a variety of financial and statistical reports, records and files related to assigned activities and required by the State, administration, federal agencies and the Board of Education

Providing technical expertise, information and assistance to the CEO regarding MPS budgets, accounting and related programs; assists in the formulation and development of policies, procedures and programs to assure an economical, safe and efficient work environment; advises the CEO of unusual trends or problems and recommends appropriate corrective action

Assisting principals with the development and monitoring of schools and program budgets

Contributing to the team leading the development of the MPS' Local Control Accountability Plan (LCAP)

Attending and conducting a variety of meetings as assigned

Overseeing vendors providing core operational services

Assure organizational compliance with all federal, state and local laws and requirements

Perform related duties as assigned

Chief Information Officer (CIO)

Reporting to the Chief Executive Officer, the chief information officer (CIO) is responsible for providing vision and leadership for developing and implementing information technology initiatives that align with the mission of Magnolia, including operational and instructional technology systems, as well as eRate planning, procurement and activity. The CIO is responsible for the technological direction of Magnolia Public Schools. Proposes budgets for programs and projects, purchases and upgrades equipment, supervises computer specialists and IT workers, and presides over IT-related projects.

The duties and responsibilities of the CIO include but are not limited to the following:

- Establish and direct the strategic and tactical goals, policies, and procedures for the information technology department
- Lead IT strategic and operational planning to achieve MPS goals by fostering innovation, prioritizing IT initiatives, and coordinating the evaluation, deployment, and management of current and future IT systems across the organization
- Supervise information system and communications network
- Provide technological guidance within the organization
- Participate in vendor contract negotiations for all new computer equipment and software purchased for the corporation
- Oversee Internet and computer operations
- Manage the day-to-day operations of the information technology department including directing staff, who support administrative computing, networking, user services, telecommunications and other information technology functions
- Develop and maintain an appropriate IT organizational structure that supports the needs of MPS
- Establish IT departmental goals, objectives, and operating procedures
- Identify opportunities for the appropriate and cost-effective investment of financial resources in IT systems and resources, including staffing, sourcing, purchasing, and in-house development
- Define and communicate corporate plans, policies, and standards for MPS for acquiring, implementing, and operating IT systems
- Ensure continuous delivery of IT services
- Promote and oversee strategic relationships between internal IT resources and external entities
- Supervise recruitment, development, retention, and organization of all IT staff in accordance with MPS budgetary objectives and personnel policies

Chief Growth Officer (CGO)

Reporting to the Chief Executive Officer (CEO), the Chief Growth Officer (CGO) is responsible for the growth strategy and plans of Magnolia Public Schools (MPS). The CGO provides effective leadership to ensure sustainability, growth, and expansion and advises CEO and Board on those areas, including facilities and risk management.

The duties and responsibilities of the CGO include but are not limited to the following:

- Identify opportunities for growth by ensuring excellence across all sectors of the organization
- Directs, coordinates and reviews the programs in the areas of facilities planning, and design, school utilization, real estate management, facilities construction, buildings and grounds
- Develops a long-term strategic facilities master plan
- Establishes long term organizational charter school growth-plan including demographics research, educational attainment analysis, enrollment projections and prototype school models which leads to an increase in the number of students served at schools operated by Magnolia Public Schools
- Plan and execute opening of new charter schools in key target communities
- Ensure fiscal and operational stability of all schools via the development of models that optimize revenue to expense ratio, maximization of enrollment, model staffing plans and increased efficiencies
- Establishes and oversees project scheduling and school development process
- Evaluates capital business plans and investments to improve operating efficiency
- Identifies opportunities to eliminate, modify or enhance services and while maintaining high productivity and customer service
- Develops collaborative relationships with home office staff and school-based professionals to ensure
expectations are understood and met

- Develops partnership with key school district personnel, elected officials, community based and civic organizations and business leaders
- Represents Magnolia Public Schools while interfacing with municipalities and governmental agencies
- Serves on an interdisciplinary leadership team that provides strategic operational direction to the organization
- Keeps the CEO and Board of Directors informed of all issues about which they should be aware
- Support the CEO and other executives in shaping their group growth agendas and related plans and priorities
- Ensure cost-effective, learner-focused facilities acquisition and management
- Recommend policies and regulations dealing with facilities
- Make successful cross-team growth planning and implementation
- Evaluate internal operating procedures within the organization that support growth
- Handle comprehensive risk management
- Ensure the physical safety of all Magnolia staff, students and visitors
- Perform other related duties as required and assigned

Chief External Officer (CXO)

The Chief External Officer (CXO) reports to the chief executive officer (CEO). While performing the duties of this job, the CXO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs to support Magnolia Public Schools (MPS) initiatives that support student achievement. The CXO is continually required to coordinate, analyze and evaluate complex ideas and situations and communicate these items in easy-to-understand language. Also required to effectively communicate (interpersonal, intercultural and public speaking), negotiate and advise.

The duties and responsibilities of the CXO include but are not limited to the following:

- Ensure for the reputation for world-class education and organizational integrity
- Reach out to the board members of all authorizers and key staff members
- Create strategic PR plans, organize and manage advocacy events
- Serve as the main point of contact for all elected officials, attend meetings with officials with/or on behalf of the CEO
- Develop strategy and oversee engagement of parents in conjunction with school-based education and parent involvement in school governance
- Oversee and coordinate the day to day operations of the organization’s external communications, advocacy and organizing efforts
- Help execute strategic plans as needed, including media campaigns; organize and manage advocacy events
- Directly support schools with external communications support when there are celebrations or crises on their campuses that will draw media attention
- Coordinate responses to daily media requests including site visits and other interview details
- Expand on the MPS' current relationships with the media and increase the number of positive stories placed about the MPS in priority media outlets
- Serve as spokesperson for MPS
- Lead advocacy efforts for the partnership at the local, State and federal level
- Develop public and private partnerships to support school-based and organization-wide objectives, including fund development, grants management, and donor relationships
- Develop and implement marketing activities to support recruitment and outreach to potential students and families from a diverse range of backgrounds
- Perform other related duties as required and assigned
Organizational Chart of MSA-Bell

Please see the following figure for the organizational chart of MSA-Bell.

Figure 2 - Organizational chart of MSA-Bell
Principal

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

Dean of Academics

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

Dean of Students

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

Dean of Culture

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

Please see Element 5, “Employee Qualifications,” for skills and qualifications, and responsibilities and duties of the Principal, Dean of Academics, and Dean of Students.

Advisory School Council (ASCA)

The Advisory School Council (ASCA) is an advisory body that works with the Principal to develop, review, and evaluate school improvement programs. ASCA helps ensure that parents, students, and teachers are involved in shared leadership at the school. ASCA meets at least four times a year. The ASCA makes recommendations and participates in a shared decision making process regarding matters of interest to families and teachers, including budget priorities, resource allocation, school events/activities and fundraising at the local school level. The Principal is responsible for communicating the ASCA’s recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act.) Although the ASCA will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached on any issue, the school’s Principal, CEO, and ultimately the Board, will have final authority on all school related matters.

The ASCA consists of:

- The Principal
- 2 Teacher representatives elected by the faculty
- 1 Classified employee elected by the faculty
- 1 Student representative elected by the Student Council
- 2 Parent representatives elected by the Parent Task Force (PTF)
- 1 Community representative appointed by the Home Office

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council School
on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at MSA-Bell when the site has 21 or more students of LEP.
4.2 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Board

The current Board consists of seven dedicated individuals. Biographies are provided in the supplementary material. MPS will appoint three (3) additional Board members, two (2) of whom will be appointed prior to June 18, 2015, per the Settlement Agreement dated March 20, 2015 under Staggered Board Terms.

Magnolia has changed its governance structure to provide for staggered terms, as per Settlement Agreement dated March 20, 2015. This was accomplished by appointing members of the Board at different times. The Bylaws already provided for the term of office, so the terms of Board members will henceforth be staggered accordingly.

<table>
<thead>
<tr>
<th>First Name Last Name</th>
<th>Beginning Term</th>
<th>End Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Umit Yapanel</td>
<td>10/11/12</td>
<td>10/10/17</td>
</tr>
<tr>
<td>Mr. Saken Sherkhanov</td>
<td>12/12/13</td>
<td>12/11/18</td>
</tr>
<tr>
<td>Dr. Mustafa Kaynak</td>
<td>12/11/14</td>
<td>12/10/19</td>
</tr>
<tr>
<td>Ms. Noel Russell-Unterburger</td>
<td>10/11/12</td>
<td>10/10/17</td>
</tr>
<tr>
<td>Mrs. Diane Gonzalez</td>
<td>12/11/14</td>
<td>12/10/19</td>
</tr>
<tr>
<td>Mr. Remzi Oten</td>
<td>3/12/15</td>
<td>3/11/20</td>
</tr>
<tr>
<td>Mr. Nguyen Huynh</td>
<td>3/12/15</td>
<td>10/10/17</td>
</tr>
</tbody>
</table>

Service Terms

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.

Qualifications

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.

Selection

All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors. No current employees of the Corporation may serve on the Board of Directors. The Board President shall appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. Any member of the community may refer a potential candidate to the Board’s nominating committee. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by the Bylaws, a list of all candidates nominated by the committee. The Board will promote and utilize an open process prescribed in the bylaws and Board policies to appoint new members to ensure broad representation of the communities served by MPS. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee.
4.3 GOVERNANCE PROCEDURES AND OPERATIONS

Board Meetings

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

Regular meetings of the Board of Directors shall be held bimonthly on the second Thursday of related month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. 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 for public viewing). For all regular meetings, an agenda will be posted 72 hours in advance. Board meeting agendas with date, time, and location are posted at all MPS school sites and on the web sites, in compliance with the Brown Act, to maximize public participation. 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. The public may request board records by calling the Home Office at (714) 892-5066 or via email at contact@magnoliapublicschools.org.

Special meetings of the Board for any purpose may be called at any time by the President of the Board or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. 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.

Committees

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

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

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board’s actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by the Board’s
resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

**Quorum**

A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Voting directors may not vote by proxy.

**Board Action/Voting**

- The Board may only take action on items formally listed on the Board agenda, except as authorized by law.
- When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the Board at its next regular meeting.

**Abstention**

To the extent consistent with all applicable laws and the Board Bylaws, Robert’s Rules of Order is the parliamentary law of all Board proceedings and committees (including abstention); provided, however, that the failure to follow Robert’s Rules of Order at any meeting shall not affect the validity of any otherwise compliant Board action.

**Teleconferencing**

As a multi-jurisdictional entity and per filings with the FPCC, the Brown Act authorizes MPS to hold its meetings in one of several counties across the state.\(^{52}\) To ensure public participation for Los Angeles County stakeholders, MPS will provide video and/or phone conferencing access at one or more of its school sites within LAUSD. This would allow members of the public to watch and participate in board meetings by going to a designated room on campus which has a live video and/or phone conferencing capabilities. Information about the participation procedure will be included on the agenda and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

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

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the territory in which the Corporation operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

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\(^{52}\) Cal. Gov. Code §54954(b)
- 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.
4.4 STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community will play a vital role in advancing the vision and mission of the Charter School and its programs. MPS is committed to ensuring that all stakeholder groups-staff, families, students and community members-have a voice in matters critical to the school’s success.

MPS provides opportunities and experiences for teachers to grow through professional development and leadership roles at the schools. By granting more freedom and support, MPS allows teachers to be creative and take risks. As teachers grow as a professional and are recognized for their efforts, they become empowered to play a leading role in advancing the school’s mission. Through continued support and encouragement of the school administration, the focus of control is shifted from the administration to the teachers who directly impact the success of the students.

Teachers are active participants of the decision-making process at MPS. As explained in Element 1, MSA-Bell staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits. Besides this general staff meeting, all teachers meet in departments and in grade levels once a month. Through these regular meetings and other means, such as school improvement activities, other communications with the school administration, and Principal support, teachers are empowered to be leaders and they become an active part of the decision-making process.

4.4.1 Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-Bell. By having representative(s) on the Board and the ASCA, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Please see section 4.1 for the role of ASCA in the governance structure of MSA-Bell.

Parent Task Force (PTF)

The PTF is the Parent/Guardian Club at MSA-Bell. Its mission is to contribute in building a rich supportive environment for students as the PTF works in partnership with the administration, teachers and parents of the Charter School. The PTF will facilitate 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 events.

All parents or guardians of students currently enrolled in the Charter School are general members of the PTF. Executive members are the PTF officers; President Vice-President, Secretary, and Treasurer. The Executive Committee, at its first meeting each year, establishes and announces a schedule for monthly members’ meetings during the school year, including but not limited to the annual meeting which is held in May or June prior to the end of school.

Other opportunities for parental involvement include:
The PTF will meet regularly and advise the ASCA.

Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students’ progress.

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-Bell.

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.

Teachers meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.

Parents have the opportunity to attend periodic activities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

**4.4.2 Parent-Student-Teacher Cooperation**

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-Bell will work with parents to make them aware of the importance of their involvement in their children’s education through some combination of the following activities:

- Parent education groups where parents will learn the importance of their involvement in their child’s education.
- Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students’ academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

**4.4.3 Student-Teacher Status Portal**

MSA-Bell uses CoolSIS\(^\text{\textsuperscript{53}}\), an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students’ grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via

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\(^{53}\) See section “CoolSIS: MPS' School Information System” in Elements 2&3.
free Internet access at public libraries if that is more convenient than coming to the school.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

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

MSA-Bell will be nonsectarian in its programs, admission policies, employment practices, and all other operations. MSA-Bell will not require any employee to work at the charter school.

5.1 EMPLOYEE POSITIONS AND QUALIFICATIONS

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

Principal

The principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor’s degree required (preferably in Education, Engineering, or Natural Sciences); Master’s or doctoral degree in Education preferred
- Administrative credential preferred
- Experience in teaching science and/or technology 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
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal’s Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program
outcomes and use findings to take corrective actions.

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

**Dean of Academics**

**Skills and Qualifications for the Dean of Academics:**

- Bachelor’s degree required (preferably in Education, Engineering, or Natural Sciences); Master’s or doctoral degree in Education preferred
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology 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
- Exceptional organizational, communication, public relations, and interpersonal skills.

**Dean of Academics' Responsibilities and Duties:**

**Academic Program**

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
• Oversee the development of curriculum, lesson plans and instruction in the classroom
• Update course descriptions and offerings to UC, school manual and school website
• Coordinate teacher and student involvement of after school program
• Evaluate course credits for all incoming high school students
• Responsible for developing and changes of daily class schedule
• Coordinate all academic activities with the department chairs
• Oversee all fieldtrip planning
• Coordinate failing letters and summer school/preparation
• Bring academic and event calendar to administrative meetings weekly

**Student Performance**

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

**School Improvement**

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

**Personnel Management**

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

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

Dean of Students

Skills and Qualifications for the Dean of Students:

• Bachelor’s degree required (preferably in Education, Engineering, or Natural Sciences); Master’s or doctoral degree in Education preferred
• 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
• Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Students’ Responsibilities and Duties:

Student Management

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

Supervision

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

Discipline

• Oversee discipline issues for teachers in CoolSIS
• Coordinate and chair the school Restorative Justice Committee

Support Services

• Supervise safety and welfare of students
• Manage support services including transportation, custodial and cafeteria
Dean of Culture

Skills and Qualifications for the Dean of Culture:

- Bachelor’s degree required (preferably in Education, Engineering, or Natural Sciences); Master’s or doctoral degree in Education preferred
- 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
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Culture’s Responsibilities and Duties:

School Culture/Improvement

- Foster a school climate that supports the Charter School’s vision and mission
- Own the Charter School’s Second Step program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Build effective relationships among teachers, parents, and the community to improve school culture
- Promote respect and appreciation for all students, staff, and parents
- Support teachers in building meaningful relationships with students and families
- Monitor progress of self, school, and staff as it relates to school culture
- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Accurately monitor and analyze daily student attendance, including after school programs, and homework records; create new systems and structures to proactively address school’s areas of need

Parental/Community Involvement

- Partner with parents and families to build an authentic school-wide community
- Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; PTF activities; corporate community volunteer opportunities; student performances; and events of a special nature
- Schedule, attend, and oversee all home visits with parents
- Organize and lead monthly parent workshops to educate parents in accordance with the Second Step curriculum on topics, including but not limited to, self-discipline, conflict resolution, and making
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 in subject matter (preferably with emphasis in engineering or natural science)
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in the section titled “NCLB and Credentialing Requirements”
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

**Teacher’s Responsibilities and Duties:**

**Instructional Strategies**

- Design, write and use lesson plans that conform to the charter’s curriculum. Ensure written plans are available for review. The dean of academics will review all lesson plans
- Ensure lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individualized Education Programs (IEPs) to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

**Growth and Development**

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

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

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

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

Special Education Teacher
The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills and Qualifications:
- B.A. or B.S. degree
- 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
- Highly Qualified in accordance with the No Child Left behind Act

Special Education Teacher’s Responsibilities and Duties:

Instructional Strategies
- Work in conjunction with students, parents and other members of staff to develop IEPs
• Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review

• Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment

• Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate

• Design instructional activities by using data from student learning style assessments

• Ensure IEP guidelines are met when presenting subject matter

• Use an assortment of media and techniques to meet the needs and capabilities of each student assigned

• Produce and oversee teacher aide and volunteer assignments

• Employ technology practices to strengthen the instructional process

**Growth and Development**

• Produce formal and informal testing to evaluate student success

• Oversee or ensure personal care, medical care and feeding of students as stated in IEP

• Coordinate and manage extracurricular duties as assigned

• Sponsor outside activities approved by the charter principal

• Serve as an example for students, support mission of the charter

**Classroom Management and Organization**

• 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

**Communication**

• 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

**Other**

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

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the principal.

Skills and Qualifications:
• Capable of working with children with disabilities
• Capable of following verbal and written instructions
• Capable of communicating effectively
• Able to use general office equipment

Special Education Aide’s Responsibilities and Duties:

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

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

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

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in MSA-Bell will be 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
- 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
5.2 ESEA/NCLB AND CREDENTIALING REQUIREMENTS

ESEA/NCLB and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

MSA-Bell will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). MSA-Bell will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All “a-g” courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. MSA-Bell will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:

In addition to a bachelor’s degree and either current enrollment in an approved intern program for less than three years or a credential in the subject taught, a teacher who meets NCLB requirements and is new to the profession at the middle and high school levels must have passed or completed one of the following for every core subject currently assigned:

1. A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,
2. University subject matter program approved by the Commission on Teacher Credentialing,
3. Undergraduate major in the subject taught,
4. Graduate degree in the subject taught, or
5. Coursework equivalent to undergraduate major.

Appropriate records of credentials held by MSA-Bell teachers and supporting documentation will be monitored and maintained by the COO (or designee) at MPSCO. Credentials will be monitored annually in compliance with state and federal law.

MSA-Bell teachers will be required and expected to:

- Abide by the MPS Employee Handbook
- Have EL authorization if teaching to EL students
- Be proficient in the use of computers, including but not limited to technology skills to handle MPS’ Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills
- Have knowledge of curriculum and instruction
“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

Health, Safety and Emergency Plan

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to
screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

The health and safety of MSA-Bell staff and pupils is a high priority for the school. The Charter School will follow all required safety regulations including emergency policies and procedures. MSA-Bell will comply with all applicable health and safety laws and regulations. MSA-Bell will operate as a drug, alcohol, and tobacco free workplace. MPS has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a “team-on-duty” will be created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

**Facilities**

MSA-Bell shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The school site will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file. The 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 School shall conduct fire drills at least twice a year.

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

Dependent on the facility lease requirements, MSA-Bell will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

**Auxiliary Services**

School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

**Immunizations and Tuberculosis Testing**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. MSA-Bell will comply with education Code Section 49406 with regard to tuberculosis testing.

**Prescription Medications**

Students requiring prescription medications and other medicines during school hours will be accommodated as per
Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

**VISION, HEARING, AND SCOLIOSIS SCREENING**

Students will be screened for vision, hearing and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

**DIABETES**

MSA-Bell will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

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.
5. A description of the different types of diabetes screening tests available.

**BLOOD BORNE PATHOGENS**

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

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

**EMERGENCY SITUATIONS**

The Charter School shall utilize its School Safety Plan in responding to emergency situations. The Charter School will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations will be conducted at regular intervals throughout the year. The School will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School's newsletter.

**Fire Drills**

MSA-Bell shall comply with the Education Code Section 32001 in regards to conducting fire drills not less than once
every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not
less than twice every school year at the secondary level. The Office will maintain a record of each drill conducted with
the amount of time it takes for complete evacuation.

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly
manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be
posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the
event the designated evacuation route is blocked.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll to ensure that all
students are accounted for and be prepared to identify missing students to the office staff and the administrators.
Students will remain with their teachers at the designated evacuation area until the administrative staff gives the “all
clear” signal. In a successful fire drill, orderly evacuation begins immediately and is completed within five minutes of
the initial alarm. The students and staff will then return to their appropriate classrooms and the teachers will take roll
once more. Missing students will be reported to the attendance office.

Earthquake and Other Disaster Drills

MSA-Bell shall conduct bimonthly disaster drills to prepare students and staff for any seismic activity and other
disasters. The practice drills include the “duck, hold, cover” procedure. A disaster drill commencing with the “duck,
hold, cover” procedure will be initiated by an announcement over the intercom. Students and staff will hear, “This is
an emergency drill. Duck, hold, and cover.” Teachers will then turn off the lights and have students get under a
desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to
hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the
intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck, hold, cover” procedure immediately and remain
in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes
dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another
safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual
earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads
with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advice staff of
potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until
instructions are received for an “all clear” or an evacuation. For safety purposes, no one is to leave the rooms. If there
has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school
site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as
searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural
disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school
until they are given official clearance to do so by the administrative staff.

MSA-Bell has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic
activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the
entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and
ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the
classroom. MSA-Bell also participates in the Great California ShakeOut, a statewide program that helps people and
organizations prepare for major earthquakes, and also practice how to respond when they happen.

**Bomb Threats**

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

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**DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**
MSA-Bell shall function as a drug, alcohol and tobacco free workplace.

**CRIMINAL BACKGROUND CHECKS**

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of MSA-Bell shall monitor compliance with this policy and report to the MPSCO on a regular basis. The MPSCO shall monitor the fingerprinting and background clearance of each Principal. 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.

**COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES**

MSA-Bell is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. MSA-Bell has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

**CHILD ABUSE REPORTING**

MSA-Bell employees are mandated reporters and will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-Bell staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work will all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and proper law enforcement of child protective services.

All suspected cases of child abuse will be brought to the Principal and proper law enforcement of child protective services. A written report of the situation will be completed and either the Department of Child Support Services or the Police Department will be immediately notified. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.
Should it be necessary to remove the child from school, MSA-Bell staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

**WORKPLACE SAFETY**

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-Bell will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MSA-Bell’s premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-Bell is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis MSA-Bell will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in MSA-Bell’s employee handbook will not be tolerated.

**INSURANCE**

MSA-Bell will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
MSA-Bell implements a recruitment plan to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will make every effort to reach out to the students and families in our attendance areas during recruitment as well as segments of the community that will help the Charter School achieve the District’s Racial and Ethnic Balance goal.

The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data may drive additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. The Charter School will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

The Charter School will pursue 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 the Charter School will undertake in order to achieve LAUSD’s Racial and Ethnic Balance goal.

**Languages to be Used**

Outreach efforts will use English, Spanish, and any other language the Charter School deems appropriate based on the needs of the community.

**Geographic Areas**

While open to all students, the Charter School will focus its outreach efforts within a 10-mile radius of the school location.

**Communication Methods**

The Charter School will use a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have 5th and 6th 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)

Below is a sample of local community meeting points in our target area:

- Bell City Council
  6020 Pine Avenue, Bell, CA 90201
- Veterans Memorial Park
  6500 Wilcox Avenue, Bell, CA 90201
- Sagrado Corazon y Santa María Guadalupe Church
  4235 Clara Street, Cudahy, CA 90201
- Deb’s Park Center
  3700 Gage Avenue, Bell, CA 90201
- Holding presentations at community meetings at the key locations listed above; (October-May)

In addition to distributing flyers, the Charter School will make efforts to attend local meetings to make brief presentations during open forums about the Charter School’s intent to provide a high quality school choice
to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available in the community.

- Making classroom presentations at elementary schools in the target area; (October-May)
  
  The Charter School hopes to make classroom presentations at elementary schools and must obtain prior approval from the school site administrator. (Local elementary schools include Corona Elementary, Jaime Escalante Elementary, Teresa Hughes Elementary, Woodlawn Elementary, Nueva Vista Elementary, etc.)

- Hosting Open Houses and providing tours of the school on a regular basis; (October-May)
  
  The Charter School will hold Open Houses and school tours that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. 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;
  
  The Charter School will provide opportunities for meetings with prospective students and their parents.

- Doing precinct walks in the community; (October-May)
  
  The Charter School may go door to door, talk to families, and hand out applications.

- Using electronic media;
  
  The Charter School’s website provides detailed information about the school’s educational program.

- Using press release campaigns;
  
  The Charter School will send press releases to the newspapers and periodicals written in English, Spanish, and the language of the community providing information and invitations to the community.
“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

Public School Choice School Admissions

Charter School shall maintain records of its annual enrollment process documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or
process, or as a condition of admission or enrollment.

### 8.1 Admission Requirements

MSA-Bell will comply with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). MSA-Bell will admit all students residing in California who wish to attend as outlined in Education Code 47605(d)(2). MSA-Bell will not require any pupil to attend the charter school.

A written admissions application is required for each student. An open application period will be publicly announced each year. The Charter School will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the Charter School’s open application period and lottery dates. MSA-Bell will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with approved charter.

Parents/guardians will be encouraged to either attend MSA-Bell workshops or meet with a designated MSA-Bell staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how parents will participate in the activities of subcommittees that help operate the school.

### 8.2 Student Recruitment

MSA-Bell is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other MPS schools MSA-Bell tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by MSA-Bell include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

### 8.3 Lottery Preferences and Procedures

#### Informing Parents about the Enrollment Lottery

MSA-Bell shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the Charter School exceeds the school’s capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by May 1, and if applicable, a lottery is held at least two weeks after the open application period ends.)

The Charter School 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.

#### Enrollment Preferences
To maintain the original intent of PSC of relieving overcrowded schools in the area, MSA-Bell will first enroll students from the designated LAUSD PSC school attendance area. Pursuant to the PSC program, of the 495 enrollment capacity, 465 is the designated number of students that need to be served from the designated PSC school attendance area. Accordingly, when receiving pre-enrollment interest forms MSA-Bell staff sort the interested students as to whether or not they reside within the PSC boundaries to give clear preference to in-area students. Should the Charter School receive more applications from the PSC school attendance area than the PSC designated number of seats, priority will still be given to students from the PSC school attendance area. Lotteries are held for in-area students if the number of in-area PSC applicants exceeds the total number of spaces available for a grade (note that ‘total’ refers to all vacancies for a given grade level, as in-area students have priority to take all available spots). A lottery will also be held for out-of-area students if the number of applicants exceeds the number of spots available after in-area students have been given enrollment priority. In the event of a lottery for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given in the following order:

1. Siblings of currently admitted students who are residents in the PSC school attendance area
2. Children of board members or employees of Magnolia Public Schools who are residents in the PSC school attendance area
3. All other students who reside within the PSC school attendance area
4. Siblings of currently admitted students who are residents of LAUSD
5. Children of board members or employees of Magnolia Public Schools who are residents of LAUSD
6. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are residents of LAUSD
7. All other students who reside within LAUSD attendance boundaries
8. Siblings of currently admitted students who are not residents of LAUSD
9. Children of board members or employees of Magnolia Public Schools who are not residents of LAUSD
10. Students being promoted from or transferring from another school that is operated by Magnolia Public Schools and their siblings who are not residents of LAUSD
11. All other students permitted by law

Lottery Procedure

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students’ names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year, or as otherwise determined by the Board.

MSA-Bell will maintain auditable records of the above activities. MSA-Bell will invite District representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the School will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the Charter School through the lottery.

Notifications of Admission Status

Notifications of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned complete within 10 business days
from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the
next student on the waiting list. In addition, the School shall attempt on at least two separate occasions to contact the
parents/guardians of promoted students by telephone. Those families not returning a complete enrollment packets
within the 10-day period forfeit their right to enroll their student in the School for that school year, and an admission
notice will be mailed to the next student on the waiting list.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.1 ANNUAL AUDIT PROCEDURES

Each fiscal year an independent audit will be conducted of the financial affairs of MSA-Bell to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. MSA-Bell, with preparation support from MPSCO, will engage an independent certified public accountant with school accounting experience, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. Fiscal statements audited by the Certified Public Accountant will be submitted to the LAUSD, LACOE, CDE and California State Controller’s Office by December 15th of each year via mail and/email. Audit exceptions/deficiencies will be resolved to the satisfaction of the District.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the District.

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school’s financial statements, revenue-related data collection and reporting practices and will review the school’s internal controls. Moreover, the audits will assure that the school funds are being handled responsibly and that its financial statements conform to the Government Auditing
Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. MSA-Bell agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. MSA-Bell will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-Bell will make financial records available for audit in coordination with MPSCO and contact the outside auditor no later than the end of August for prior year.

9.2 BUSINESS PLAN

Budgets

Attached to the petition, please find the following:

- Projected operational budgets for three years of operation
- Cash flow projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

Internal Audit

The Board will form an audit committee each fiscal year to oversee the preparation and completion of an annual audit of the Charter School’s financial affairs. This committee will retain independent auditors. The audit will be conducted in accordance with generally accepted auditing standards applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The audit committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(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-Bell. 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 noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-Bell’s policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-Bell administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-Bell school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
Assemblies
Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-Bell staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MSA-Bell 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.

10.2 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-Bell or at any other school; or (3) a MSA-Bell 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

Students may be suspended for any of the following acts when it is determined the student (see below for mandatory suspension offenses):

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a 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.

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. 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.

15. 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.

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

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900(r).

19. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 44 to 122, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 11, inclusive.

22. Intentionally harassed, threatened or intimidated school personnel, a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 44 to 122 inclusive.

23. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

24. Intentionally “hacked” or broken into a School or School affiliated computer system.

25. 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 (i).

10.3 SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

10.3.1 Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

10.3.2 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.

10.3.3 Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

10.3.4 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 discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the Discipline Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

10.3.5 Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student’s guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: (1) the student’s presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

10.3.6 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.
10.4 GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-Bell or at any other school; or (3) a MSA-Bell 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.

Expulsion (Mandatory and Discretionary Offenses)

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year (unless shortened to a lesser amount of time by the CEO on a case-by-case basis,), pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915(a)):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), and 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Additional Findings
For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The following chart delineates the mandatory and discretionary offenses that have been listed above.

**Matrix for Student Suspension & Expulsion Recommendations**

<table>
<thead>
<tr>
<th>CATEGORY I</th>
<th>CATEGORY II</th>
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<tbody>
<tr>
<td>Must Recommend Expulsion (MANDATORY)</td>
<td>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (QUASI-MANDATORY)</td>
</tr>
</tbody>
</table>

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])

Principal **must** recommend expulsion when the following occur **at school or at a school activity off campus unless** the principal determines that the expulsion is inappropriate. (E.C. 48915[a])

1. Possessing, selling, or furnishing a firearm  E.C. 48915(c)(1); 48900(b)

2. Brandishing a knife at another person  E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

3. Unlawfully selling a controlled substance  E.C. 48915(c)(3); 48900(c)

4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n])  E.C. 48915(c)(4); 48900(n)

5. Possession of an explosive  E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

1. Causing serious physical injury to another person, except in self-defense  E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil  E.C. 48915(a)(2); 48900(b)

3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana  E.C. 48915(a)(3); 48900(c)

4. Robbery or extortion  E.C. 48915(a)(4); 48900(e)

5. Possession of an explosive  E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

For Categories II and III, the school must provide evidence of one or both of the following **additional findings:**

1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.
Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.**

2. Caused, attempted to cause, or threatened to cause physical injury to another person. *(Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1)*

3. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c)

4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d)

5. Caused or attempted to cause damage to school or private property. E.C. 48900(f)

6. Stole or attempted to steal school or private property. E.C. 48900(g)

7. Possessed or used tobacco. E.C. 48900(h)

8. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j)

10. Knowingly received stolen school or private property. E.C. 48900(l)

11. Possessed an imitation firearm. E.C. 48900(m)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** (**Grades 4 through 12 inclusive)**


14. Caused, attempted or threatened to cause, or participated in an act of hate violence E.C. 48900.3** (**Grades 4 through 12 inclusive)**

15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7

16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2)

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(a)

18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma E.C. 48900(p)

19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q)

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r)

**10.5 Expulsion Procedures**

**Authority to Expel**

A student may be expelled by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff
of the school in which the student is enrolled. The Administrative Panel may expel any student found to have committed an expellable offense.

**Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-Bell’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

**Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

MSA-Bell may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-Bell must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MSA-Bell must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-Bell. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with MSA-Bell
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-Bell shall maintain records of all student suspensions and expulsions at MSA-Bell. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an
appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant, in the best interest of the student and the Charter School. That decision shall be final.

**Interim Placement**

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District’s Student Discipline and Expulsion Support Unit (“SDES”) for an interim placement at a CDS or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District’s SDES Unit of such determination.
10.6 ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with Education Code Section 234 et seq. regarding bullying.

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:

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

6. Interim Alternative Educational Setting

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

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

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance
for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

EMPLOYEE POLICIES

Employee policies relating to the terms and conditions of employment are detailed in the MPS Employee Handbook.

BENEFITS

Mandatory Benefits

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) are paid by the employer.

Health Benefits

Health, dental, vision and related benefits as part of the total compensation package for each employee are determined as part of the individual employment agreement.

Retirement Benefits

Certificated Staff Members

All full-time certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers' Retirement System (STRS) throughout the duration of the Charter School’s existence under the same CDS code.

Classified Staff Members

All full-time classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS), or Social Security as appropriate throughout the duration of the Charter School’s existence under the same CDS code.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

Oversight of Benefits

HR Department and the Payroll Administrator at MPSCO are responsible for monitoring the appropriate administration of benefits. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. 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 LACOE.
“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

MSA-Bell is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in MSA-Bell, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All school personnel will abide and commit to Charter School's mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Charter School Agreement. All school personnel will be evaluated annually. For more information, please see Element 5: “Employee Qualifications.”

Job applicants for positions at the Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Charter School.
“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

**Mandatory Dispute Resolution**

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   All Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director  
   Charter Schools Division  
   Los Angeles Unified School District  
   333 South Beaudry Avenue, 20th Floor  
   Los Angeles, California 90017

   Principal  
   Magnolia Science Academy-Bell  
   6411 Orchard Ave  
   Bell, CA 90201

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then
request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

INTERNAL DISPUTES

Except those disputes between the LAUSD and MSA-Bell relating to provisions of this charter, all disputes involving MSA-Bell will be resolved pursuant to policies and processes developed by MPS and in accordance with the law.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories:
active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionsments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets

2. Interim financial reports

3. Second interim financial reports

4. Final unaudited reports
These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
## ADDITIONAL PROVISIONS

### FACILITIES

#### Public School Choice Campus

As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Ed. Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a Public School Choice campus.

#### District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**:
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**. In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost
and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’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 District [A.M. Best A-, VII or better] to protect Charter School from claims which 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 District’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 Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

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

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 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.

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

8. 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 Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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 District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 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 LAUSD 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 District 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 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 District 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 LAUSD 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 LAUSD 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 LAUSD 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

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District 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 District. Notwithstanding the foregoing, the District 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.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District 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.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
Addendum

Magnolia Science Academy – Bell

July 1, 2015 to June 30, 2020
ASSURANCES AND AFFIRMATIONS

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).¹

- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).²

- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- 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. Ed. Code § 47605(d)(3).

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
• Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

• Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

• Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  o Charter School is a not for profit entity.
  o Charter School shall maintain a record of financial solvency and sustainability.
  o Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
  o In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
  o While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.
  o Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC-specific provisions of the DRL included in this Charter will become inapplicable and inoperative; all provisions of the standard DRL will apply.
“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(b)(5)(A)(i).

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.
On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with
Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
• All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

• Dropout (Including Charter Schools)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

• Monthly SESAC and Suspension data (Including Charter Schools)

• Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.
Charter School’s performance will be evaluated pursuant to the requirements of the Public School Choice program.

**ELEMENT 4 – GOVERNANCE**

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

**GENERAL PROVISIONS**

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

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

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

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

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

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).
**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.
Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the
California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

**ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s
Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. \(\text{Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)}\). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

**ELEMENT 8 – ADMISSION REQUIREMENTS**

**“Admission requirements, if applicable.”** Ed. Code § 47605(b)(5)(H).

**PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS**

Charter School shall maintain records of its annual enrollment process documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

• P1, first week of January
• P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
• Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
• If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
• If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board
makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

**ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:
2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).
Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES**

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

**PUBLIC SCHOOL CHOICE CLOSURE**

In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity...
to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

**CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure
Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by
the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or
event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease
operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter,
the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.
The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any
 provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way
 prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking
 of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any
 appropriate court.

ADDITIONAL PROVISIONS

FACILITIES

Public School Choice Campus

As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with
the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally,
Charter School agrees to waive any and all rights under Ed.Code section 47614 (“Proposition 39”) for a period coterminous
with its LAUSD Board of Education approval to operate a Public School Choice campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of
District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the
District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the
approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an
agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.
Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
• **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  
  (iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’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 District [A.M. Best A-, VII or better] to protect Charter School from claims which 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 District’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 Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

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

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 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.

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

8. 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 Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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 District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 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 LAUSD 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 District 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 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 District 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 LAUSD 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 LAUSD 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 LAUSD 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**
**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District 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 District. Notwithstanding the foregoing, the District 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.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District 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.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of Charter School’s financial information,
Charter School’s debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).