

Los Angeles Unified School District
Operating New Schools and Improving
Underperforming Schools

Magnolia Science Elementary

(MSE)

Valley Region ES#7

(VRES#7)

11 January 2010

1. Executive Summary

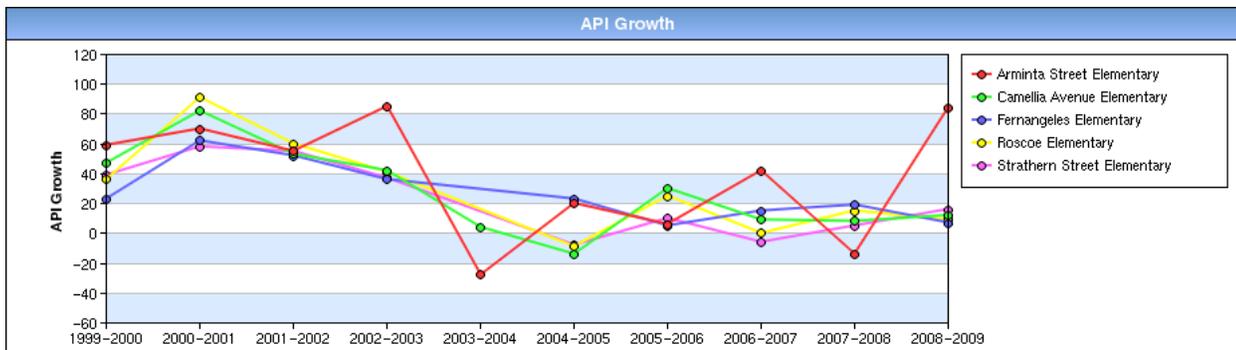
a. Assurances:

- i. See attachment 1a - i
- ii. See attachment 1a
- iii. See attachment 1a
- iv. See attachment 1a - iv
- v. See attachment 1a

b. Discuss the student population (data on each school can be found at www.lausd.net) of the school and your experience in working with similar student populations.

The Magnolia Educational & Research Foundation (“Foundation” or “Magnolia”) is a non-profit organization established in August 1997. The Foundation has a long history of supporting educational initiatives by working with school districts to increase educational opportunities for students. The vision of the Foundation is to inspire students to choose career paths in science and technology. In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy Reseda (MSA-Reseda). Since that time, an additional six charter schools have been established with the intent of providing innovative and high-quality education to underserved communities in Southern California. The schools are operated by the Magnolia Foundation Executive Office (MFEO), which is headquartered in Los Angeles. In 2009, the Foundation was approved by the California State Board of Education to start ten state-wide benefit charter school sites in California over the next 6 years. The approval was a testament to the success of our schools, as it was only the third time that a charter school operator has been granted such permission in California. The first two school sites operating under the statewide benefit charter opened in Sacramento and Orange County in August 2009.

Magnolia Science Elementary School (MSE) will be the realization of a long-awaited and desired educational institution in the neighborhood. The Foundation wishes to partner with the community and the school district to locate the school is at Valley Region ES #7 under the PCS resolution. The proposed school will relieve Fernangeles, Camellia, Arminta, Roscoe and Starthern Elementary schools. The student populations at these schools are mostly from Hispanic backgrounds (96% at Fernangeles, 96% at Camellia, 90% at Arminta, 97% at Roscoe and 87% at Starthern.). High percentages of students are English Learners (54% at Roscoe ES. and 39% at Starthern ES ,64% at Camellia ES, 38% at Arminta ES, 65% at Fernangeles ES.)



As shown in the API Growth graphic, the target area is one of the most impacted areas of the LAUSD. The main characteristics of the target student population can be summarized in three key areas. A likely characteristic of the prospective student population includes:

- Low Academic Achievement, where many students are already behind, at least, one grade level in academics and lack the fundamental literacy skills needed for educational success.
- Socioeconomically disadvantaged and non-English speaking backgrounds, with a need to increase parental involvement and need to support students’ home learning activities such as completing assignments etc.

- Lack of understanding of higher education process and college and career options available due to lack of resources and motivation towards for a prestigious career and for some of them even graduating from high school

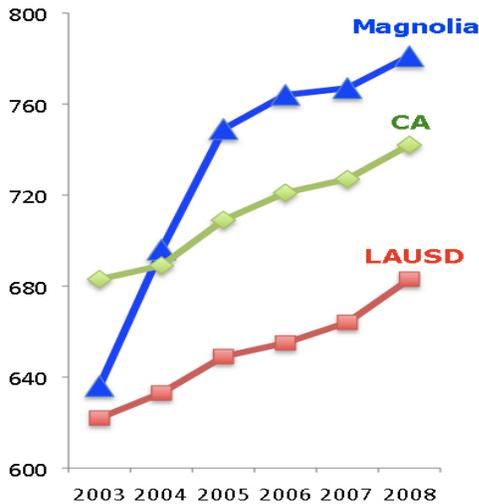
The founders of Magnolia Science Elementary believe that in order to be successful with these high need students, the educational program of the proposed school must furnish the following components:

- A standards-based diagnosis and monitoring system: MSE determines its new students’ levels and interests immediately upon enrollment through home visits and MAP (Measure of Academic Progress) Tests (results come in 24 hours). The entering levels of ELL students are determined within the first two weeks of the school year. Necessary interventions and services started immediately. Students are tested continuously during the year to measure progress and instruction, intervention and services are amended accordingly.
- A comprehensive support system that includes after-school tutoring, homework completion hours, and Saturday school.
- A guidance component that introduces and trains students on topics on life skills, study skills, test-taking skills, career and college awareness, substance abuse, peer pressure, and multiculturalism.

The Foundation is already working with students from the target area and similar elementary schools, as students attending MSA-Reseda, the first school founded by the Magnolia Foundation, has achieved an impressive record of achievement and test scores as exemplified by the ever-rising graph of test scores in the target area.

MSA Reseda – Founded in 2002, charter granted by LAUSD. With 80% low-income ratio, 70% Latino students, the school increased its API score by a total of 147 points over the past six years, surpassing the LAUSD and the California averages in the second year of its operation.

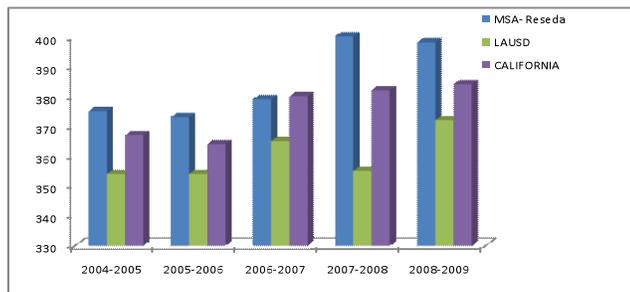
MSA-Reseda API Scores:



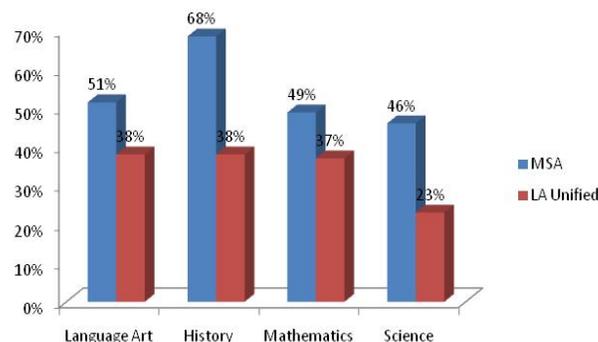
API	
Similar Schools Rank of MSA	
2003	8
2004	10
2005	10
2006	10
2007	10

MSA Reseda’s high school graduation rate has been 100% for all years with a drop-out rate of 0%. All of our graduates were enrolled in a college and 44% of them were first generation college attendees in their families. Below graphs show the success of our math, science and technology oriented curriculum:

MSA- Reseda California High School Exit Exam Results (Mean Scale Score)



MSA-Reseda 2008-2009 STAR Test Results (% of Proficient and Advanced)



Other schools operated by the Foundation have similar results serving similar student population:

MSA-Carson – Founded in 2008, charter granted by LAUSD. With 82% low-income ratio, 50% Latino and 45% African-American students, the school received a score of a 742 on the API in its first year of operation.

MSA-Hollywood – Founded in 2008, charter granted by LAUSD. With 84% low-income ratio, 62% Latino and 13% African-American students, the school received a score of 814 on the API in its first year of operation.

Magnolia Foundation Schools have a track record of seven years of operating charter schools in LAUSD that are successful at serving a diverse student population that includes many students that are English Language Learners and are socially economically disadvantaged. This is accomplished by providing an innovative, high-quality, and standards-based curriculum with an emphasis on math, science and technology. Our track record has put us in a position to enter into a partnership with the school district to operate a high achieving elementary school at Valley Region ES #10. Due to demand from parents and part of our educational model, K-12 Accord Model, we believe that elementary is the most important component part of our educational model. Therefore, Magnolia Science Elementary School will not only complete our educational model but it will also feed our existing schools.

c. Vision, Mission and Philosophy: State the vision, mission and philosophy of the proposed school. Emphasize the unique, innovative, and/or research-driven, data-based elements of the school. Describe a “day in the life” of a student at the school.

The Foundation 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 2003 report from the National Science Board, "The Science and Engineering Workforce; Realizing America's Potential" analyses of current trends indicate serious problems lie ahead that may threaten our long-term prosperity and national security. These include reduced domestic student interest in engineering and sciences, large increases in retirement from the Science and Engineering (S&E) workforce over the next two decades, and rapid growth in S&E occupations over the next decade, at three times the rate of all occupations.

The report further indicates that S&E talent, particularly from foreign nationals, has become problematic for the United States. Global competition for S&E talent is intensifying, the United States may not be able to rely on the international S&E labor market to fill unmet skill needs.

In 2005, the National Academies re-emphasized this need strongly with the release of a report: “Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future” . The report’s conclusions are serious, noting that there is a serious risk that the United States may soon and irrevocably lose its lead in science and technology.

California is a state that has an economy highly dependent on high technology, and therefore the future of S&E workforce in California is a big concern. In 2005, Governor Schwarzenegger asked the California Council on Science and Technology (CCST) to prepare a response to the report released by the National Academies. The report “Shaping the Future: California's Response to "Rising Above the Gathering Storm” released by CCST recommends to the governor to “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.”

The vision of the Foundation is, therefore, “to inspire students to choose career paths in science and technology.” The founders of Magnolia Science Elementary 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 so that they 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. 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. Our rigorous standards-based educational program will use inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSE will offer character education courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

The mission of the proposed school is to:

- Prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.
- Provide a sound educational plan with emphasis on math, science, and technology.

Provide a rigorous, innovative, and challenging enhanced curriculum with a focus on inspiring students to choose high-profile career paths in science and technology. Our rigorous standards-based educational program will use inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSE will offer health and life skills courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners. On the other hand experiential methods will engage each student and facilitate understanding of core concepts. Magnolia Science Elementary’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.

MSE will use multiple measures to assess the students’ and the school’s progress towards meeting the outcome goals. Assessment at the Academy is ongoing and takes four forms: Daily informal assessments, working portfolios and rubrics, semester portfolio assessment, and monthly tests.

d. Education Plan: Describe the educational program of the proposed school, including related instructional methods, goals and standards-based curriculum, proven strategies, professional development, authentic formative and summative assessments, and performance goals.

Magnolia Schools have a science and math oriented curriculum that is aligned to California. The curriculum concentrates on a hands-on approach to math and science while providing a solid education in humanities and social science. Our 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 and independent problem-solvers. The curriculum is designed upon integrated, cross-curricular subject matter based on the California standards, frameworks and benchmarks for assessment in each of the content subject areas. Unit development is sequential and grade level study is founded on skills and knowledge from earlier grades. Evaluation will take place at the end of each semester and at the beginning of the school year as part of a comprehensive teaching in-service program that introduces and reviews the use of the curriculum and assessment tools used in the subject areas. Homework will reflect the same objectives of expanding basic skills using a media-rich environment in assignments. Students in the humanities will spend a significant amount of time using art and cultural resources available on the Internet. Each curriculum area lists resources that will be used for enrichment.

The developers of Magnolia Science Elementary (MSE) believe that a successful science-oriented elementary school must be comprised of 3 significant components:

1. A norm-based diagnosis and monitoring system: Standard-based state tests are conducted at public schools through the end of the year and results are announced near the beginning of the next school year, which is too late to make academic adjustments and serves only statistical purposes. Students need to be tested in the beginning of the school year and several times during the year with a standards-based and large-scaled test and necessary adjustments to the instruction should be made based upon scores.
2. A comprehensive support system, which includes in and after-school components: Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students (those with parents who do not have a high school diploma or those who are eligible for free and reduced lunch programs) are prone to fail because of lack of vision, or because they do not have the necessary assistance and guidance required of their families.
3. A science-based curriculum, which integrates technology skills and different subjects: As discussed in the introduction part of this petition, the United States will direly need more and more scientists in the upcoming years. Elementary grades are the most efficient time of our youth to inspire them to pursue careers in science and technology.

A good science education will help 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. 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 so that they can adapt easily and quickly to changes. 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. MSE 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 and able to investigate questions they will face in college and throughout their careers. And they will be inspired to choose career paths in science and technology.

DIAGNOSIS AND MONITORING SYSTEM

MSE will implement an effective method to help its low-achieving students as explained below:

A. Identifying Low-Achieving Students Through Computer Adapted Tests and Home Visits. In addition to state tests, MSE will employ a non-profit organization, The Northwest Evaluation Association (NWEA), which offers computer-adapted tests, called Measures of Academic Progress (“MAP”) to schools and school districts to evaluate student learning and make necessary suggestions to teachers for individual students.

These campus-wide tests are used to measure individual levels of student performance reflected in the individual State Content Standards. The questions also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis of yearly promotion, it provides a valuable resource to identify students in need of remediation and intervention.

Teachers reorganize their lesson plans according to the test results. They re-teach subjects that most of the students couldn’t achieve to standards, during their regular classes or tutoring. Computer-adapted tests are administered 3 times every academic year. With a large norm reference group (more than 2 million), MAP reports will provide highly accurate feedback as how MSE students perform compared to their peers throughout the nation. The assessment adapts to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age.

The first MAP test of the year is implemented in the first two weeks of the school year. NWEA provides test results within 24 hours of the test allowing the school administration and the teachers to plan necessary interventions for the low achieving students. MAP test results are used to: Identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate instructional programs. Student test results are maintained for previous tests, so teachers and parents can monitor the growth of individual students over time. Students are tested in four main subject areas: Reading, Language Usage, Mathematics and Science. NWEA also provides testing for K-2 students, which is named MAP for Primary Grades.

B. CoolSIS: Magnolia’s School Information System

CoolSIS is Magnolia’s customized internal school information system (SIS). The system allows grades, assignments, teacher comments to be posted on the Internet as well as discipline records and parent-teacher communication logs. Through this highly customizable system, progress of each child enrolled at MSE can be monitored over time. A teacher or administrator can take a snapshot of any student’s improvement. It also constitutes a very fast and reliable communication channel between the faculty and

the parents/guardians. If the parents don't have Internet access, they may use the computers assigned in school with the help and guardian of the teacher

C. Department And Grade-Level Meetings

Staff meetings at MSE will be organized so that teachers teaching the same subject and the same grade level meet biweekly and discuss necessary changes in instruction such as reviewing some topics and implementing new strategies to help individual students according to MAP test results, parent conferences and home visits. With the approval of the school administration, these changes are put into practice.

D. Early Intervention

We believe that early intervention is a must. Waiting for the end of the academic year, and intervening based on the end-of-year course grades (usually through summer schools) is not effective. During the academic year, all students are together, and many times students are inspired by and learn from each other. MSE quickly identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements an early intervention program. While continuous free tutoring, additional resources given by teachers, 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. First step is to invite parents to meet the teachers of the students to discuss possible intervention methods, and how parents will participate in their child's education. The main goal here is to give an orientation to parents so that they learn how they can participate in their child's education. Home visits (explained below), and follow-up meetings will follow parent-teacher meeting on campus. The students who require early intervention will be placed in obligatory free tutoring and after-school programs, even in the first month of classes.

MSE will have a small class size. This certainly enhances each teacher's ability to give individual attention to students. This is critical for socio-economically disadvantaged and low-achieving students. Teachers can very effectively monitor the progress of the students in a classroom with no more than 25 students.

SUPPORT SYSTEM

The instructional design at MSE is prepared so that socio-economically disadvantaged students have role models around them, motivation and focus on lessons and self-confidence with the discovery of their potential.

A. Home Visits

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

MSE teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family. Teachers conducted more than 76% homes visits during 2008-2009 academic year at the existing Magnolia

B. Differentiated Instruction

MSE is very well equipped to respond to the needs of students who are behind academically. Through the MSE placement process, these students will be provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Students who are achieving substantially below grade level will be identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education's website), Saxon Publishers' placement tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's Acuity program software allows teachers to monitor the progress of students who are

achieving below grade level and provides software generated tests and instruction based on California content standards / framework which have not been achieved. Individual and small group tutoring as well as homework clubs are available to students who are not achieving at grade level standards. Low achieving students' progress will be quantitatively measured through standards based assessments several times a year through MAP and Acuity Tests.

For details of how differentiated instruction is implemented on English Language Learners, please see section 1.9 English Learners.

C. After-School Tutoring

MSE will build an educational environment that involves both in-class and after-class individual attention. After-class individual attention occurs as part of the after-school tutoring program. Students receive tutoring from the faculty and also from volunteers from area universities.

MSE after-school tutoring program is structured to fit individual student needs to maximize each student's potential. Thus, some students may require tutoring once a week, whereas others may require daily tutoring. The tutoring program also benefits students who are not classified as low achievers. Tutors are available to students performing at or above grade level upon request. These tutoring sessions generally occur after school, but some may be scheduled in the weekends, depending on student and parent preferences. McGraw Hill's Acuity program will also be utilized in order to provide students with personalized worksheets adjusted according to the student's needs.

D. Field Trips And Guest Speakers For Motivation

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

Visiting a research laboratory, a university campus, and meeting with scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will have found new role models.

While most field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter-personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

e. Community Impact and Involvement: Briefly discuss your rationale for selecting your proposed community, describe how the proposed school will meet the needs of students in this community and provide an outline your plans to involve the community in your work.

MSE's marketing plan is centered on its high academic standards pertaining to math & science focus. In Magnolia's small school size model MSE will provide students with individual attention to their needs. Few schools in the region offer the unique curriculum with a particular focus on Math, Science and Technology. Thus, we want to focus our efforts on this community due to academic underperformance and the lack the success rate of the existing school population, which are key factors in choosing this region in order to implement our math, science and computer focused education. Students are usually underperforming in the proposed region due to the fact that the education they receive does not prepare them academically to compete in local, state and national academic competitions, which very few schools offer (especially in Computer and Math). We anticipate that many students who are likely to enroll in MSE will be attracted by our academic standards and other features offered in contrast to local public schools. We believe our academic model will improve the quality of all students, since MSE's primary objective in this regard is to raise the bar of quality education in this neighborhood.

Magnolia foundation offers alternative elementary educations to low-income families who wish to send their children to college-prep private schools but have not or cannot do so. MSE brings the best of private schooling to public education for those who want to obtain high quality tuition free education. Magnolia School's academic achievements will be central in attracting students in the target area.

Our plan for a comprehensive community outreach and advertising includes meetings with community leaders, door-to-door advertising, direct mailing, fliers, bulletins, media coverage, and public presentations such as open houses at the MSE and other public institutions (public libraries, community centers, etc.). We are committed to working with the existing school community and others to form long lasting partnerships that will benefit students.

- f. Leadership/Governance: Highlight the composition and strengths of your leadership team, and briefly describe their relevant qualifications. Discuss how the proposed governance model (i.e. Local School Site Council, and state required advisory committees, etc.) will support the mission, vision and education plan.**

Magnolia Foundation Board of Directors (“the Board”) is ultimately in charge of MSE’s operation and governance. The Magnolia Foundation Schools Executive Office (“MFEO”) appointed by the board is responsible for execution of daily management duties on behalf of the board. The MFEO has the task of implementing the Foundation’s educational mission in an efficient manner by providing support to the school leadership. This is done by having the MFEO addressing programmatic and operational issues so that the school administration and staff can concentrate on educating children. The Site Advisory Board (SAB) is mainly an advisory body holding each school site responsible for its operations. The SAB will be formed at MSE school site shortly after the school commences and will consist of: The school principal, 1 Teacher representative elected by the faculty, 1 Parent representative elected by the Parent Club, 1 Student representative elected by the Student Council, 1 Community representative appointed by MFEO. The SAB recommends suggested courses of action for the board to adopt regarding site-specific issues. The school principal will communicate these policies to MFEO. MSE will have a school principal. The Principal is the educational leader and senior authority at the school. By having representative(s) on the SAB, parents will be active participants in developing local school policies. All their activities will be aligned with the mission, vision and educational plan. (See Attachment 1.f)

- g. Fiscal Plan: Describe how the fiscal plan aligns with the mission, vision, and overall strategic development of the proposed or existing school.**

The fiscal plan is aligned to meet the mission, vision and development of the educational program. The budget will support the implementation of all necessary staff and services needed to run an effective school and ensure that all students meet and surpass objectives. The Foundation has demonstrated success in operating charter schools previously approved in California as evidenced by annual financial audits for each of the Foundation schools with no audit findings or exceptions. We anticipate that the Foundation will continue to work with existing and new partners to fundraise additional resources for the school. Moreover, MSE will allocate its resources within a plan that has a long-term effect on economically disadvantaged students, their achievement and capital improvements to benefit all students. MSE will determine its fiscal plan according to its mission and vision which aims to move toward all students to achieve at high levels while closing the achievement gap in targeted demographics. (See attachment 12.b for budget specifics)

2. Curriculum and Instruction

- a. Curriculum Map and Summary: Provide a description of the curriculum, including a course scope and sequence by subject for each grade level being proposed. Indicate the instructional materials that will be used and the plan for implementation and support. Include, if applicable, a list of curricular strategies used to support the implementation of the educational program for each grade and subject area. Detail how you will provide equitable access for all students to instruction in music, dance, theatre, visual arts and media arts. In addition, detail your library media strategy.**

Please read the merged responses for 2a and 2b below.

- b. Track Record of Proposed Curriculum: Provide evidence that the proposed curriculum is standards based, research-based and has been or will be effective for the proposed population of the school community including students with disabilities. For secondary schools, explain how you will ensure you become WASC accredited. All courses need to be approved by the UCOP (University of California, Office of the President) – so that seniors will be able to apply to UC and Cal State schools. In addition, schools need to obtain a College Board number (for PSAT, SAT and AP courses).**

Magnolia Schools have a science and math oriented curriculum that is aligned to California Content and student performance standards. The curriculum concentrates on a hands-on approach to math and science while providing a solid education in humanities and social science.

Our 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 an independent problem-solvers. In keeping with the math, science and technology emphasis at MSE, advanced courses are available in these subjects.

Curriculum Materials and Activities will be determined by the teachers and principal based on California Framework and Content Standards. A series of meetings before the school starts will be held, and state approved texts will be examined and evaluated before a purchase decision is made.

The curriculum is designed upon integrated, cross-curricular subject matter based on the California standards, frameworks and benchmarks for assessment in each of the content subject areas. Unit development is sequential and grade level study is founded on skills and knowledge from earlier grades. Evaluation will take place at the end of each semester and at the beginning of the school year as part of a comprehensive teaching in-service program that introduces and reviews the use of the curriculum and assessment tools used in the subject areas.

The MSE curriculum design integrates the use of new and old media, and allows students an opportunity to develop their use of new media in a content-rich environment emphasizing critical thinking skills and exploration, while developing and using basic communication skills. Homework will reflect the same objectives of expanding basic skills using a media-rich environment in assignments. Studies show that this type of curriculum will enhance attention to detail in the amount of time spent on homework (www.kff.org). Students in the humanities will spend a significant amount of time using art and cultural resources available on the Internet. Each curriculum area lists resources that will be used for enrichment.

Math instruction at all grade levels will utilize hands-on activities that include: manipulatives, simulation, hand-held PDAs, real world problems, model manipulation and creation and 3-D puzzles. Math instruction will also use health curriculum integration as modeled successfully at the University of Missouri at Columbia (Marsh, 2005). A second thread of math instruction will include emphasis on narrative. Units will integrate Language Arts, Social Sciences, and Fine Arts with Math in the creation of stories and problems with solutions. LePresto and Drake (2005) found a direct link between integration of student life stories and their success in math.

The National Councils of Social Studies and Teachers of English concur that the effect of scaffolding in curriculum design is critical. The scope and sequence of the curriculum will follow California standards and frameworks in all subject areas and use best practices. This curricular, hands-on, and narrative approach allows students to reinforce the concrete with the abstract levels of thought.

The Arts will be an important part of the curriculum. Specialized art, music and technology courses will be offered for students at both the middle and high school levels. Study of the arts will be enhanced by the integration of the arts into content area units and activities such as: The Physics of Sound and Music, The Art of Fractals and Snowflakes, Design Elements in Art (analysis of Marc Chagall's work in Technology courses), Design on the Frontier (simulated quilt construction in the eighth grade American History course), Japanese Papermaking and Kite Design (World History and Cultures), and streamline and deco design, as used in automobile styling, and film robots described in science fiction literature (as part of the technology and robotics lab). Students will not be "cultural tourists" but instead will be immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

The social science and science courses will be formulated using inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. Research literacy will drive the curriculum in these areas. Guest speakers, professionals in fields of engineering, space science, agriculture, design, robotics, biology and genetics, will be an integral part of the study of math and science. Students will record debates and discussions using digital technology. This issue-based technological approach to instruction has been found highly successful in improving student's test scores. (Lundmark and Berkowitz at the Institute of Ecosystem Studies, 2002)

Researchers Volz, Sapafka and Hubesz all found in studies reported in 2004, a direct correlation between the use of handheld devices and probeware in middle schools. These devices, combined with professional development and a core curriculum stressing the sciences, is a model for student success. Metcalf and Tinker (2004) noted teacher success in lab investigations linking "the physical correlation between phenomenon and modeling, which helped [the students] to develop understanding and to confront misconceptions." The LEGO Mindstorms lab experiences have been found to increase the interest in math, science and technology, as well as basic engineering skills in all grades, especially the middle grades. Skills in programming, physical coordination, and sequencing also show marked improvement. Topical study in the Technology class will integrate tech skills into the core content.

Language Arts will be literature-based with fluency practice in reading and writing. Students taking advanced foreign language will be encouraged to study works written in Spanish in the published language. Sustained silent reading has been linked to increased reading achievement. (Brock, 1998; McKane & Greene, 1996; Meyer, 1982; Tan, Moore, Dixon, & Nicholson, 1994; Venezky, Bristow, & Sabatini, 1994). The curriculum incorporates a period of sustained silent reading as part of the daily curriculum.

Conventions of writing will be emphasized in daily written homework and lab assignments. Language Arts will be block scheduled with Social Science classes at the middle school level. Elementary School themes will be integrated, but classes will not meet as a block. Thematic units at both school levels will emphasize literature relating to strands of the social science frameworks.

Science classes will employ technology in laboratory explorations and experimentation. Computer simulations will assist in expanding the number of lab opportunities in all grade levels.

c. *Addressing the Needs of All Students: Describe how the education program will meet the needs of all students (students with disabilities, ELL, SEL, students of poverty, and gifted students) who require additional support, including those who are below grade level, through specific strategies, services and supports. Describe the level of growth expected in students' achievement from these strategies.*

MSE classrooms with small class sizes (average of 25) are designed to meet all students' learning needs. With this small teacher/student ratio, teachers are able to establish and have close communication with each student in their classroom. This individual attention allows students to learn at their own level. MSE's rigorous standards-based curriculum supports the students to gain core knowledge and lifelong learning skills. On top of the regular school day, MSE offers academic and none-academic afterschool-enrichment for its students who need additional assistance on achieving the academic standards.

MSE administrators and teachers use a variety of strategies to remain current in applied research-based professional knowledge to improve teaching with differentiated instructions for the best learning outcomes of the students at a different and various learning pace. Teachers empower their instruction by using technology effectively and use different instructional strategies in order to encourage students to think, reason, and solve problem in-group and individual activities and projects. Teachers work collaboratively together to modify school's curriculum in order to assure that the instructional program remains challenging and rigorous for the students and meet their different learning needs. This results that all students, regardless of their background and ability, are actively involved in learning.

MSE Teachers work collaboratively in their departments and use the available data in order to figure out the individual students' progress at different levels (high achieving, low achieving, English Learners, students with exceptional needs etc.).

Plan for Students Who Are Academically Low Achieving. A distinctive feature of MSE's educational program is that it provides early intervention when necessary. This intervention is designed specifically to support the academic progress of under-performing students. However, tutoring is also available to all students as part of MSE's after-school program. Thus, a customized program is offered to all students depending on their academic achievement level.

Students performing below their grade level in core subjects are identified as needing additional academic support. (low performing. These students attend intensive obligatory after school programs concentrating on the subjects in which they are weak. The progress of these students is regularly assessed. Those demonstrating adequate improvement can advance to satisfactory level where they are provided moderate tutoring sessions and various extra-curricular 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. Tutoring programs for high achieving students help them to improve their performance levels in the statewide and nationwide academic tests and contests. The number of students in each tutoring group does not exceed 7. Volunteers from local universities help with tutoring programs under the guidance of the school teachers.

Low achieving students are identified through core course teacher recommendations based on the student's in class performance, regular formative assessments, quarterly progress reports, and statewide assessments. A Student Improvement Plan (SIP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such SIPs include subject-related readings, additional homework, and mandatory after-school tutoring. To narrow the achievement gap for low achieving students, specialized strategies are implemented both during school hours and in the after-school program. At first, the teacher gives low achieving students much needed individual attention. The teacher then supervises the parents in offering motivational support to their students. Finally, the teacher and other school staff provide a mandatory after-school tutoring program tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. 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.

Plan for Students Who Are Academically High Achieving. MSE offers a broad range of academic learning opportunities to high

achieving as well as gifted and talented students. These students are engaged in advanced projects and activities in the areas of Mathematics, Science, English Language Arts, History/Social Science, and Computers and Technology. These projects and activities are supported by the students' parents, MSE's teachers and other staff, and volunteer undergraduate and graduate students from local colleges and universities. The funding for these endeavors is provided in part by MSE and also through grants, donations, and fundraising.

A distinguishing feature of the MSE program is that early intervention. It will be provided as needed. This intervention is designed specifically to support the academic progress of low-achieving students. The activities below will be performed for low-achieving students:

Lunch Chat: This intervention will include lunch with an upper-level student or college student to discuss the importance of school and to review student work in area identified as unsatisfactory.

Serious Fun: During weekly sessions of "Serious Fun," students requiring assistance will meet with Americorps volunteer, pre-service teacher, Education major university volunteers, or Grandparent Program/Senior Corps volunteers. Volunteers will use the Math Partners and the PBS Math curriculum to mentor students requiring Math assistance.

Meet an Expert: Professional individuals will be recruited to assist students in one-half hour sessions in areas that require student improvement. Experts in writing will include: local newspaper writers, college students majoring in English or Communication, technical writers, etc. Experts in Math and Science will include: scientists and engineers, bankers or accountants, and others specifically trained in Math and Science fields.

Power Testing: Power testing assistance will include the Grandparent Program volunteers, pre-service teachers, Americorps (VISTA or Americorps Senior) volunteer or volunteers from Meet an Expert (for small groups).

After School and Saturday Programs: When school officials or teachers identify an area of need that involves a number of students, special, topical after school and Saturday programs will be designed to introduce or review those areas.

(See Section 7 for Serving Students with Disabilities)

d. Accelerated Learning: Describe the specific strategies and services that will be provided to meet the needs of accelerated students. Discuss how you will identify students to participate in accelerated learning activities. Demonstrate how you will determine the quality of the strategies implemented. Describe how you will increase the number of minorities and students with disabilities into GATE and Advanced Placement classes.

MSE is committed to providing its gifted students with the necessary education to reach their full potential. We recognize our gifted students' differentiated needs and we will continuously develop our advanced programs. Each lesson and unit builds in advanced activities, lessons and resources for students who are talented or gifted. MSE encourages students to go beyond the regular science curricula and explore the taste of science in depth. For this purpose MSE teachers will make necessary adjustments in their classes and offer advanced after-school clubs and study groups. One example of this is in Math. Since mathematical skills are important for all scientific studies, MSE will offer advanced math study groups for its talented students. Enrollment in math teams will be by teacher referral and students will be expected to perform well in all classes to be eligible for math teams.

As a part of its mission, MSE strongly encourages its students to participate in math competition teams. Math Teams are designed for students who enjoy math and want the challenge of exciting topics that are normally outside the school curriculum. The objective of the Math Teams is to introduce interested students to selected advanced topics and prepare for regional, state and nation-wide math competitions. The curriculum is designed for those who need to be challenged beyond the expectations of mainstream curricula. We will seek to increase the number of underrepresented students in our advanced programs by using teacher assessments, periodic assessments and staff professional development opportunities to identify minority students that would benefit from participation.

e. Instructional Strategies: Describe the instructional strategies that will be implemented at the school to support the education plan and why these methods are well suited to address the needs of the population you plan to serve. Discuss how teachers will use culturally relevant instruction, research-based strategies, accommodations and modifications to meet the needs of

all students, including students of poverty, special needs, including students with disabilities, gifted, and EL and SEL students.

MSE will implement Accord Institute's education program. This research-based, proven educational program has been shaped by highly successful math, science charter schools in different states. MSE will receive services related to educational programming and teacher evaluation from Accord Institute, a non-profit research institution based in Tustin, CA, aiming to improve the common educational practices by conducting scientific research and forming a replicable educational model. The program has four major components, which are summarized below: Results Driven Instruction, Technology Integrated Education, A Proactive Guidance Program and Advanced Studies Program.

Accord Institute's portfolio member schools have proven success history in the States mentioned above. One member school represented in nationwide olympiads, and also have been ranked in top 1500 high schools in America, and **gained national recognition as one of the Best High Schools in the Nation.**

3. School Culture and Climate

a. Description of Culture: Describe the culture envisioned for the proposed school. How will the school promote a positive academic, behavioral and social environment? Demonstrate how you will establish a small school (400-600 students) and establish a common language that promotes integrity, ethics, and character.

The founders of MSE 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 . 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.

MSE 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.

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. Our rigorous standards-based educational program will use inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, MSE will offer health and life skills 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 must be given opportunities to construct their knowledge, sometimes through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, 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.

The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience. MSE will offer a rigorous standards-based curriculum from which students gain life-long knowledge and skills. Experiential methods will engage each student and facilitate understanding of core concepts. MSE'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.

New knowledge and skills must build on the old, using a combination of independent study and collaborative activities. Students must be highly motivated, and learning occurs best when that motivation is intrinsic rather than extrinsic. Thus, teachers and parents play a critical role in developing the inner desire to know and to discover. When teachers and parents do not cooperate to build intrinsic motivation, students become bored and listless; education becomes a chore. The learning environment also must be one that is highly structured and generously flexible, allowing students to set off on their individual voyages of discovery. Moreover, learning occurs best when that environment sets very high standards that challenge students to reach beyond their own expectations. 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 MSE'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.

Teaching methodologies at MSE will place the study of content areas 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 clear to students studying these topics. 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, MSE students will be actively involved in various community service projects. (See attachments 3.a for life learning skill and interpersonal skills)

b. College and Career Readiness: Describe the specific strategies that the school will provide to expose all students to college and career strategies as well as support them to be successful in college and a future career. For secondary schools, define how you will offer students multiple A-G pathways at the school.

Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students (those with parents who do not have high school diploma or those who are eligible for free and reduced lunch programs) are prone to fail because of lack of vision, or because they do not have necessary assistance and guidance required of their families. The instructional design at MSE is prepared so that socio-economically disadvantaged students have role models around them, motivation and focus on lessons and self-confidence with the discovery of their potential.

MSE has a well-detailed guidance program aligned with American School Counselors Association (ASCA)'s National Model for School Counseling Programs. This program includes following effective means of counseling students in addition to responsive services and individual student planning.
High Expectations

Numerous research studies have shown that high expectations yield better results at schools. Students must be held accountable to high expectations. The No Child Left Behind Act of 2001 (NCLB) requires states, districts, and schools to hold high expectations for all students and work to improve outcomes for low performing groups.

MSE expects its graduates to: (i) Attend a 4-year college and pursue a high-profile career. (ii) Possess the qualities and character of valuable citizens of the 21st century. As an elementary school, we will use the following components to guide our students and create awareness and readiness of colleges and careers:

Guidance Classes Character Education

Magnolia Schools use Accord Institute for Education Research's Get Ready for Life (GRFL) program for Character Education in middle school. This program contains topics on Life Skills, Study and Organizational Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness and Character Education.

The United States Congress, recognizing the importance of this concept, authorized the Partnerships in Character Education Program in 1994. NCLB renews and re-emphasizes this tradition, and substantially expands support for it. The family is the most important place for character and moral education, but public schools are partners with the family. We share, as public school educators, the responsibility to reinforce the shaping of moral behavior that families are trying to encourage.

The Character Education course offered at Magnolia Schools is one period per week in each grade of middle school. During the year, we put into practice a well-structured character education plan through the Character Education Class, announcements, quotes displayed on the board, special events and activities, and curriculum integration. Lesson plans include exemplary stories, effective PowerPoint presentations on character traits such as trustworthiness and integrity, skits by students and community projects such as nursing home visits.

College Prep and Counseling: MSE's Educational Program focuses on strengthening basic academic skills in order to build a solid foundation for the pre-college and college preparatory program to be offered in middle and high schools respectively.

Students at MSE are encouraged to begin thinking about professional opportunities early through continuous career counseling and exposure to possible careers. In addition, individual tutoring will help identify and nurture the special interests and talents of each student, thereby enhancing the counseling process. When students are able to identify career areas early and when the school can provide a focused curriculum that enables them to pursue their interests, their motivation grows.

Home Visit and Field Trips And Guest Speakers For Motivation: See Section 1.d under Support System

- c. ***School Calendar/Schedule: Provide the proposed school calendar and daily schedule of academic and non-academic strategies. Describe how innovations in the proposed calendar and daily schedule will be utilized and how they will enhance student achievement. Please indicate number of instructional minutes per year. At a minimum schools must have 180 days of instruction and the following number of instructional minutes: Elementary Schools (Grades K -5/6) = 55,100, Middle Schools (Grades 6-8) = 62,160, Senior High Schools (Grades 9-12) = 65,300.***

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have at least 180 days of instruction. We propose to start school on 9/08/2010. (See attachment 3c for school calendar and bell schedule)

Instructional Design: The developers of MSE believe that a successful science-oriented elementary school must be comprised of 3 significant components:

Students need to be tested in the beginning of the school year and several times during the year with a standards-based and large-scaled test and necessary adjustments to the instruction should be made based upon scores.

A comprehensive support system, which includes in and after-school components: Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students (those with parents who do not have high school diploma or those who are eligible for free and reduced lunch programs) are prone to fail because of lack of vision, or because they do not have necessary assistance and guidance required of their families.

A science-based curriculum, which integrates technology skills and different subjects: As discussed in the introduction part of this petition, the United States will direly need more and more scientists in the upcoming years. Elementary grades are the most efficient time of our youth to inspire them to pursue careers in science and technology.

- d. ***Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students.***

MSE will have a holistic approach to educating children by offering classes and other opportunities that support development of the whole child. When school officials or teachers identify an area of need that involves a number of students, special, topical after school and Saturday programs will be designed to introduce or review those areas. Every teacher has to run at least one after school club, it is in the contract, to offer as many and different club as possible to students to choose from. MSE's PE teachers will provide a comprehensive physical education program, as well as prepare students for regional and national basketball, soccer, football etc. tournaments.

Saturday school is mandatory for those of students who need extra help in core subjects such as Math and Language Arts and are referred by the teachers.

- e. ***Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy.***

Positive student behavior and improvements will be acknowledged and encouraged. Teachers will not only report discipline issues on the school information system but will also positive behaviors and accomplishments. Parents will be informed of positive behavior and improvements via phone and home visits. Students will receive certificates for outstanding performance and behaviors and will be awarded with MSE Dollars, which can be redeemed at the school cafeteria or the student store and can be used to pay for trips and camps. Magnolia Schools discipline procedures and policies will be implemented at MSE. (See Attachment 3.e.1 for Discipline Policy in Student Handbook and 3.e.2 for School Safety Procedure)

f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

The health and safety of MSE staff and pupils is the highest priority for the school. The school will follow all required safety regulations including emergency policies and procedures. MSE will comply with all applicable health and safety laws and regulations. MSE will operate as a drug, alcohol, and tobacco free workplace. The Foundation has adopted and implemented- a comprehensive health and safety plan to create a safe and secure learning environment to 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 school will have a nurse on staff to meet the needs of students. The school will work with the appropriate district departments to ensure that the healthcare needs of all students, including those that are special education students or chronically ill, have access to an equal and least restrictive education. *Describe how you will meet the nutritional needs of all students.* Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. MSE will work with the district to provide food service for the 2010-2011 school year and will enter into discussion on subsequent years. MSE will also have some vending machines at the campus for students to have healthy snacks. (These are appropriate to LAUSD School Policy)

4. Assessments and School Data

a. Educational Goals and Metrics: Identify educational goals and metrics for the proposed school. Use the attached Accountability Matrix to detail the school’s quantifiable achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, progress on IEP goals for students with disabilities, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, college acceptance rates and college completion rates, as well as goals related to career readiness. Discuss how these metrics will be used to monitor school-wide progress and impact corrective actions.

The school principal is responsible for meeting all the requirements of State of California and the No Child Left Behind Law. (See attachment 4.a)

GOAL	EXPECTED OUTCOMES	PROPOSED ASSESSMENT TOOLS
Student attendance	96% ADA attendance, Tardiness rate of <10%	Monthly attendance reports
Discipline	Referral rate of 5%	School Information System records
Parental involvement	<ul style="list-style-type: none"> • Attendance at parent/teacher conferences at 95% • Attendance at parent workshops during the academic year at 90% • Participation in PTA at 90% • Attendance at school events, exhibits, and programs at 80% • Participation in IEPs at 100% 	Meeting records, CoolSIS School Information System records
STAR tests	70% of the students will perform at the proficient or advanced levels in each subject	STAR test results
Employee Relations	Develop a participatory process which engages stakeholders, especially employees	Number of grievances filed by employees
Teacher performance	Knowledge of subject matter Knowledge of curriculum Competence in methods and strategies Professional attitude	Evaluation of program Annual evaluations Parent and student assessment Adherence to contract

Professional development	At least 2 workshops to attend, per certificated staff member per year • Attendance at fall retreat at 100% Attendance at regular development workshops at 100% for teachers who have not previously attended	Workshop Attendee List
Financial solvency	No deficit in the operating budget at the end of two years of operations	Annual Forecast External Audit Budget Budget
Management	Application of charter terms	General Program Evaluations

b. Student Assessment Plan: Describe the standards based assessment plan for all students at the proposed school. Create and include a table that details specific authentic formative and summative assessments (benchmark assessments, unit exams, state-required exams) that will be used for each grade level, the frequency of their administration, and the rationale for their selection. Identify the name of your selected assessment provider.

MSE will use multiple measures to assess the students’ and the school’s progress towards meeting the outcome goals described in the previous section. Assessments will be aligned to the school’s mission, exit outcomes and the curriculum. This section describes these assessment methods. Results of these assessments will be used to facilitate continuous improvement of the programs offered at the school. MSE will meet all statewide standards and 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.

Assessment at the Academy is ongoing and takes forms as follows:

Daily Assessment: Daily work will be evaluated using the informal assessment form. The three-tiered evaluation will be used at both lower and upper grades. K-2 will use a stamp or sticker system indicating: high effort (extreme smiling face or one type of stamp or sticker), requirements met (ordinary happy face or pleasant face, one type of sticker/stamp), and room for improvement (one type of sticker or stamp). This will allow teachers and assistants a quick method to assess work in a timely manner. It will also allow intervention when the student encounters difficulties or challenges. The informal assessment will move to a numerical score in the third grade. Students will receive a score of high effort (3), good effort (2), or needs additional effort (1). A student who did not make any effort will receive a zero. Two zeros in two days will mean the student will be placed into one type of intervention.

Portfolios: The success of an organized portfolio assessment using lesson and activity rubrics in elementary schools finds support in numerous studies. The key for using portfolio assessment is working in an organized progressive development program. MSE will use Working Portfolios and rubrics for all steps in the assessment process.

Weekly Working Portfolio Assessment: Students will place all homework and daily work in a working portfolio folder. Daily work is informally scored and students can select to improve scores by adding material or reworking on daily assignments. The weekly portfolio will be scored at the end of the week using a standardized rubric. The purpose of the weekly assessment is to ensure that students have met the goals and objectives for the week. If the overall score in one category is unsatisfactory (frowning face, unsatisfactory stamp, or a score of 1 or 0), and students have not made an attempt to improve, or attempts to improve and have still fallen into the unsatisfactory range, then students will be assigned to another intervention to improve the skills or content in that area. Students will work in the intervention group, during “Serious Fun” classes or in after school or Saturday classes, until the assessment score has moved to the satisfactory range (regular smiling face, stamp or a score of 2). Students will begin with the unsatisfactory project or assignment, but will move on to other like-assignments reviewing the task or skill in subsequent interventions.

Semester Portfolio Assessment: The semester portfolio will be a showcase for student work. Students will select work to illustrate their strengths and advancements. The rubric will be explained to students and portfolio design will be demonstrated with examples and illustrations displayed in each of the content areas. The semester portfolio assessment should be a simple review, since portfolio elements are taken from work done during the semester. The philosophy behind the semester portfolio submission is to allow students to include items that were completed during “Serious Fun,” independent work done during field trips, or work inspired by daily assignments. Students excited about the “Snowflake Art Lesson” may have created additional pieces to highlight. The

semester portfolio also allows students who are not scoring well on weekly work to illustrate their improvement in those categories. Since not all students work at the same advancement level or enter with the same skill level, students may have received less than satisfactory mark during the week, but after intervention, the student then masters the skill. The student work placed into the semester portfolio can also illustrate a new mastery over previous weekly assignments. The semester portfolio will be the showcase for each student. Work from the portfolio will be featured in the School Art and Work Gallery. The underlying purpose of the portfolio is to meet all state standards in a unique and interesting manner and to create a high level of excitement about the semester portfolios where students want to share their work with their peers.

If a student has a satisfactory score mark on the semester portfolio assessment, a parent or guardian, student, and teacher meeting will be required. During this meeting, participants will develop a list of goals for student achievement for the next semester. Parents or guardians, teachers and students will be required to sign weekly work to ensure student progress during the next semester.

Year-end Portfolio Assessment : Second semester portfolios will determine advancement to the next grade level. Students not advancing to the next year will use the portfolio as a guide for improvement during the next school year. MSE will use the year-end portfolio as a guide for additional intervention for the next year. It is anticipated that all students will advance to the next grade level, since weekly and semester interventions will provide opportunities for individual or small group tutorials and assistance. Health or personal issues are the most likely reasons for student retention. The portfolio will be a valuable tool in these cases to ensure students meet each educational standard and skill from one year to the following years. The rubrics will also provide a guideline to ensure ailing students will still meet the skills and requirements. If a student does not advance to the next level, a parent or guardian, student and teacher meeting will develop goals for the next year. These goals will be added to the grade level portfolio requirements for the student. See Attachment 4.a for further details

*c. **Data Team and Instructional Team: Describe how school administrators, classroom teachers, and counselors will review results of formative and summative assessments to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components.***

The results of STAR assessments, along with school-specific assessment data, will be used to evaluate progress. The school's academic committee, formed by the dean of academics and the subject teachers, will collect, analyze and review the results of school wide assessment and recommend modifications, if needed, to the school's curriculum and other programs at the end of every semester. Parents will be kept apprised of their students' progress with quarterly report cards. The school will utilize computers to record grades, attendance, homework, and student progress reports online, and the school will attempt to provide regular access to the same to parents. For those parents without access to a computer, MSE 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 if necessary.

The progress of EL students will be monitored using the CELDT, CST 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.

*d. **Data Systems: Indicate how you will share data with the LAUSD that fulfills the requirements of the Modified Consent Decree. The Modified Consent Decree requires all District schools to utilize the Integrated Student Information System ("ISIS") to track student records and identity services. All plans must use LAUSD Modified Consent Decree indicators to measure progress of students with disabilities. Collaboration with LAUSD will ensure compliance with the District's Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services.***

Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy.

Collaboration with LAUSD will ensure compliance with the District’s Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services

e. LAUSD School Report Card: All applicants must track the same information presented in LAUSD School Report Cards. Applicants may use their own survey mechanisms or may leverage LAUSD’s system.

MSE will track the same information presented in LAUSD School Report Cards.

f. Research and Evaluation: To ensure we capture, learn, and replicate best practices, applicants must agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance.

MSE agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

g. Operational Goals and Metrics: Identify operational goals and metrics for the proposed school. Create and include a table that details the school’s operational goals and metrics for each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.) Discuss how these metrics will be used to monitor progress and impact corrective actions. i) All plans must use NCLB accountabilities to measure progress ii) All plans must use LAUSD Modified Consent Decree Indicators to measure progress of Students With Disabilities

Retention chart and metrics is below;

Staffing Projections for New MSE (2010-2015)					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Title	FTE	FTE	FTE	FTE	FTE
Administrative					
Principal	1	1	1	1	1
Vice Principal	1	2	2	2	2
Secretary/Admin. Ass.	2	2	2	2	2
Bus Man./Bookkeeper	1	1	1	1	1
Faculty/Staff					
Social Science Teacher	2	3	4	4	4
Computer Teacher	1	2	3	4	4
Math Teacher	2	3	5	5	5
Science Teacher	2	2	4	4	5
Language Arts Teacher	2	3	4	4	4
Special Ed.	1	1	1	1	2
Art/ Music	1	1	1	2	2

Drama	1	1	1	1	1
PE	1	1	2	3	1
Foreign Language	1	1	1	1	1
Counselor	1	1	1	1	1

Fiscal Solvency: Magnolia Schools has already set goals and standards in order to reach adequate fiscal solvency. Please see attachment 12b, 5 year projected budget, for further information.

5. Professional Development Program

- a. Professional Development: Describe the school’s goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (leadership development).**

Magnolia Schools aims to provide monthly professional development seminar supported by internal and external professionals. Magnolia Schools’ professional development program is comprised of two major components.

Accord Institute’s Summer Workshops and Training: Accord Institute trains all member school teachers on Accord’s education program implementation

MSE’s additional Training: After the evaluation of student test results including State tests and Measures of Academic Progress (MAP) tests, the areas of needs for professional development are determined by the participation of school administration and teachers at the end of each semester. Magnolia Schools’ officers then contract with the area universities, and consult with education professionals and organizations to deliver trainings and seminars

In addition to these Magnolia Foundation determines the training needs of staff according to the performance evaluation results that is done by Accord Institute twice a year. Then teachers take appropriate training or mentoring programs.

- b. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.**

The professional orientation program includes sessions in summer for new and existing teachers. Induction program will be held by professional consultants supported by external and internal sources.

- c. PD Calendar: Provide a calendar that includes the number of PD hours/days throughout the school year (including any summer PD for returning teachers), and discuss how the school calendar, daily schedule, and staffing plans align with this PD calendar.**

Typical PD days at Magnolia Schools consist of 8 hours. A month-long teacher workshop is held in August for all Magnolia Schools’ teachers. As discussed above, staff meetings at MSE are organized so that teachers teaching same subject and same grade level meet monthly. During these meetings, senior teachers mentor new ones and teachers share their best practices. Teachers attend quarterly professional development sessions, which are essential to raise student achievement by grade level and/or subject matter. These formal sessions are guided by content-area specialists and center on writing, research and critical thinking skills in creation of cross-curricular student assignments. When the school year is over, a two-day in-service training is held. The topics include Revision of School Curriculum, New School Year Planning, New Textbook and Instructional Materials Revision. (See attachment 3.a for details of calendar)

- d. Program Evaluation: Describe how the PD program will be evaluated to assess the program’s success on an ongoing basis. Discuss how the program will be subsequently modified to support identified teacher needs.**

Program evaluation will be conducted by school administrators and teachers based on surveys and assessment. The collected data will be compiled and evaluated in order to meet individuals need and close the achievement gap. Magnolia Schools also provides specific professional programs for individual needs.

6. Professional Culture

- a. Professional Culture: Describe the professional culture of the new school and how it will contribute to teaching. Discuss how faculty and staff will be centrally involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship (leadership development). Describe how teachers will be included in the process.*

Magnolia Schools operates on the principle of mutual respect among all professionals. Developing an organizational and professional culture is crucial to Magnolia Schools' success. The schools and students rely upon the day- to-day, minute by minute judgment, skills and attitude of individuals on the front lines. Developing a strong organizational culture, in which values are closely held and aligned with the ultimate vision, will enable the school to avoid slipping into excessively regimented controls, policies and procedures. Magnolia Schools' management team is thoughtful about establishing rites, rituals, and practices that reinforce its cultural and professional value. School management is organizing a an orientation for new staff to provide a more well-rounded view of the organization's culture. Also an award system will be held in order to inspire teacher collaboration and participation. Staff meetings at will be organized weekly so that teachers will be centrally involved in school-level decisions. During these meetings, senior teachers mentor new ones and teachers share their best practices.

- b. Evaluation: Discuss how school leadership will monitor faculty and staff performance. Describe structures or tools that will be used for conducting evaluations and delivering feedback. Clearly state how the school will support individuals who are having challenges in helping students achieve.*

Staff evaluations will be performed annually. Principals and school directors will be evaluated by Executive Office. Internal and external performance measures will be used to evaluate all school personnel depending on academic and professional achievement and goals set by school administrators. Good performance will be acknowledged in writing; staff may earn performance pay in the form of bonuses. Poor performance may result in probationary status, whereupon the employee will receive professional development and peer mentoring. Progress of probationary employees will be reviewed after 2 months and another review will be conducted after 4 months.

- c. Feedback: Create a confidential process by which feedback is collected and delivered to administrators (e.g. surveys, rating, etc.) Explain how feedback will be used to further develop teachers and other staff.*

Supervisor evaluations beside all kind of test results such as map testing and star testing will be used to provide feedback to each staff member. Each staff member will develop a professional growth plan that will be facilitated by lead and master teachers and the Principal. Most coordinated staff development activities will be directed at the team or house level and will reflect the agreed upon needs of the teachers involved. High levels of selection, participation, involvement, and follow-through will be expected. Staff development activities and models that have been proven effective in fostering growth, and which will benefit students will be enthusiastically supported.

7. Serving Specialized Populations

- a. Specialized Instruction: Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, gifted and talented, and homeless students. Discuss how course scope and sequence, daily schedule, staffing plans, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations.*

MSE will attract low-achieving students from especially low income and socio-economically disadvantaged families with its free after-school tutoring and home visits programs. MSE is very well-equipped to respond to the needs of students who are lagging academically. Through the MSE- placement process, these students will be provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's

academic progress within the school year.

Students who are achieving substantially below grade level will be identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education’s website), Saxon Publishers’ placement tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill’s Acuity program software allows teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and instruction based on California content standards / framework which have not been achieved. Individual and small group tutoring as well as homework clubs are available to students who are not achieving at grade levels. Low achieving students’ progress will be quantitatively measured through standards based assessments several times a year through MAP and Acuity Tests.

- i. Explain how the proposed school will implement and monitor the special education process including assessment, IEPs and the provision of special education supports and services utilizing the District’s Special Education Policies and Procedures Manual as required by the Modified Consent Decree.***

MSE will be required to comply with MSE’s SELPA Local Plan and state and federal law in identifying, assessing, and serving its eligible special education students. All eligible students under the IDEIA will have an Individualized Education Program (“IEP”) which meets all applicable legal requirements and is reasonably calculated to confer educational benefit in the least restrictive environment. Magnolia Schools will ensure that MSE maintains strict compliance and performs all corrective actions deemed necessary by MSE charter school managers and/or the SELPA. The oversight of the special education programs at MSE will be provided by Magnolia Schools’ special education director, who will have extensive administrative experience in the area of special education service delivery and in state and federal statutes and regulations. Additionally, MSE will be required to demonstrate an adequate capacity to provide special education students with a free and appropriate public education. Working in close collaboration with MSE staff, MSE will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of site administrative staff to meet special education quality and compliance requirements.

Magnolia Schools’ Special Education coordinator will be accessible to the sites through personal school site visits/reviews as well as video and telephone conferencing. Specific and targeted staff development opportunities will also be provided by MSE staff and the MSE’s SELPA during the summer professional training workshops hosted by Magnolia Schools. Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by Magnolia Schools’ Special Education Director at least monthly for each affiliate school site to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to affiliate schools to address local needs, review changes in the law, and introduce promising educational interventions. MSE will comply with some certain assurances; (See attachment 7a) MSE will assure that each IEP will demonstrate the school’s ability and commitment to adhere to the requirements of the Modified Consent Decree. (See attachment 7b)

- ii. Describe how the proposed school will provide a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities and students with disabilities age 18-22 at secondary sites.***

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

- iii. Describe how the proposed school will provide extended school year services to eligible students with disabilities.***

MSE will offer extended school year services to eligible students with disabilities by assigning the student to one of its locations in order to receive extended school year services, as needed.

- iv. Explain how the proposed school will identify and meet the needs of English Language Learners and Standard English Learners, including curricula and instructional strategies/practices to accommodate this group in a way that is culturally relevant.***

MSE will meet all requirements of Federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). By June 30th prior to the beginning of the subsequent fiscal year, the School will submit its EL plan. MSE’s EL program includes following components:

- 1- Identification: The MSE registration forms will request information regarding the language spoken at home.
- 2- Assessment: Students from homes where a language other than English is spoken will be evaluated first through the first MAP test of the year (administered in the first two weeks of the school year with results arriving in 24 hours) to determine their level of proficiency in English, and with the California English Language Development Test (CELDT) (within thirty¹ days of enrollment and at least annually thereafter between July 1 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 ELD level, along with scores on California Standards Test (CST) in English-Language Arts (ELA), Measures of Academic Progress (MAP) tests, teacher observation, and optional parent input as secondary factors.
- 3- Parent Notification: The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
- 4- Placement: Depending on the assessment results, MSE’s EL Coordinator determines the most appropriate support strategies with the help of the student’s parents and the teachers.
- 5- Implementation: When the assessment results and the EL Coordinator’s plan indicate that a student could benefit from additional academic and linguistic support, MSE will provide qualified bilingual instructors, tutors, part-time specialists, and/or trained volunteers on an as-needed basis according to the EL population.

All teachers providing specialized academic instruction for ELL students at MSE must hold a CLAD or BCLAD credential or other CDE certification authorizing teaching to English Language Learners.

For English language learners, the MSE ELL strategy provides a content-based ELL program during whole class instruction. Teachers draw on the ELL components of Language Arts curriculum. During whole class instruction teachers utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulative, visuals, graphic organizers, and interactive communication are just a few of the ways teachers create an educational environment that fosters language acquisition through content based lessons. Small group intervention is provided. All teachers will be trained in Specifically Designed Academic Instruction in English (“SDAIE”) techniques.

Teachers work on providing classroom support using SDAIE methods in a predominantly English speaking setting. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the ELL students, MSE 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.

Supplementary Reading Program: Scholastic, Inc.’s Read 180 program will also be used as a supplement. Read 180 is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above whose reading achievement is below the proficient level. Instruction and practice are customized according to each student’s abilities but the program is delivered in a group setting utilizing top rated technology, direct instruction, and graded reading level materials that access both reading for pleasure and subject matter materials. Read 180 is supported by a comprehensive in-service and professional development plan that includes training from Scholastic, Inc.

Benchmarks and Measuring Progress of English Learners: EL students’ progress will be measured through satisfactory grades and scores in the following table:

Beginning of Year	Weekly	Quarterly	Year-End
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¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

<ul style="list-style-type: none"> ▪ Home Language Survey ▪ MAP Test ▪ CELDT 	<ul style="list-style-type: none"> ▪ Classroom assessment in ELD and in the content areas ▪ Weekly Tests and Quizzes ▪ McGraw Hill-Acuity's standards-based formative assessments (Grades 6-8) 	<ul style="list-style-type: none"> ▪ Progress Reports with grades and teacher comments ▪ MAP Tests 	<ul style="list-style-type: none"> ▪ California Standards Test (CST)
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b. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues.

The school will employ a full-time certified school counselor. This qualified person will help students with behavioral and social issues and will coordinate with school administrators to take a team based approach in order to work as an the entire school community to address specific issues students are facing.

Home visits will help parents and teachers communicate and bond together and form a partnership to help students better. Motivational guest speakers will help students realize that there are others like them having the same problems and they managed to prevail over difficulties. Inspirational, culturally relevant speakers will be sought and be very beneficial.

8. Family and Community Engagement Strategy

a. Identification: State the school community your team proposes to serve. Describe the community you seek to serve, including its assets and educational needs. Describe your rationale for serving this community and provide an explanation for why the proposed school aligns with community needs. Identify important community- based organizations, cultural institutions, and natural and corporate resources within the community. Describe your team's history and experience in the proposed community.

The proposed school site is located in the Sun Valley neighborhood of Los Angeles County. The median income in the neighborhood is approximately \$50,000.00. The student population is mostly Hispanic or Latino. The school with the lowest Hispanic population ratio has more than 86% Hispanic population. English Learner's rate is varies from 37% to 63% in the neighborhood elementary schools. The free and reduced price meal ratio is around 90%. These figures give a clear picture of the neighborhood that the school will serve. There is a serious ratio of English learners with high free and reduced price meal ratio.

This picture is very close to currently existing Magnolia schools' student demographics.

- Magnolia Science Academy 1 has 80% free and reduced price meal ratio with 70% Hispanic student population and 7 % English learners.
- Magnolia Science Academy 2 has 73% free and reduced price meal ratio with 72% Hispanic student population and 15% English learners.
- Magnolia Science Academy 3 has 82% free and reduced price meal ratio with 50% Hispanic student population.
- Magnolia Science Academy 5 has 84% free and reduced price meal ratio with 62% Hispanic student population and 24% English learners.

Magnolia Foundation executive office and administrators are very experienced in serving a population with these demographics. The school will attract low-achieving students from especially low income and socio-economically disadvantaged families with its free after-school tutoring and home visit programs, and high-achieving students with its Advanced Studies Program which include academic after-school clubs such as Robotics and SimCity and Advanced Math and Science Program (AMSP) through which students prepare for nation-wide and international competitions. The school's distinguishing Technology Integrated Education (TIE)

b. Family and Community Engagement: Discuss strategies that will be used to engage parents and caretakers in their child's education and in the broader school community. What organizational structures will be put in place to ensure frequent and ongoing engagement of parents? Describe your team's vision for engaging itself as a pillar within its proposed community, and explain how the school leadership team will execute this vision. Describe any services or resources that the school will provide for community members.

Magnolia Schools strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSE. By having representative(s) on the School Advisory B, parents will be 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. Other opportunities for parental involvement include: The SAB will encourage formation of a parent/guardian club.

Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. (See descriptions of home visits above)

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

There will be 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.

MSE will organize parent education groups where parents will learn the importance of their involvement in their child's education.

Teachers will 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 will have the opportunity to attend periodic potluck dinners for teambuilding and presentation of the latest school news.

Magnolia Schools' Organizational Chart (See attachment 8b)

c. Key Community Partnerships: Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships. Demonstrate any existing connections, partnerships, or correspondence that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions, or individuals that have pledged their support for the proposed school.

MSE will create partnerships with community colleges, universities, and other higher education and research institutions in its neighborhood. Our plan for a comprehensive community outreach and advertising includes meetings with community leaders, door-to-door advertising, direct mailing, fliers, bulletins, media coverage, and public presentations such as open houses at the public institutions (public libraries, community centers, etc.) Invitations to "open houses" will be widely distributed to parents and students in the neighborhood schools in the boundaries defined in PSC resolution. MSE has already reached targeted community in the region and has collected signature of parent support. (Please see the Attachment 8.c.1 for a sample flier, attachment 8.c.2 for Letter of Support for MSE, attachment 8.c.3 for Magnolia Schools Newsletter and attachment 8.c.4 for parent supports.)

9. School Governance

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

Magnolia Schools Board of Directors is the sole responsible for all operations. Board of directors has designated and segregated some duties among the entities and individual parties

a. School and Advisory Organizational Charts: Detail how your school governance and organizational structure allows for real and meaningful impact on school decision making. Provide a comprehensive organizational chart showing lines of authority among school leadership staff (e.g. Principal/instructional leader, teachers, classified staff, operational leaders, students (at the high school level), and other key leaders), and advisory structure for the proposed school.

Board of Directors : Magnolia Foundation Board of Directors ("the Board") is ultimately in charge of MSE's operation and governance. MSE will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate by laws.

Magnolia Schools Executive Office: The MFEO executes the decisions and policies set by the Board and manages business operations in the Foundation schools. Through the MFEO, the Foundation can establish its educational mission in all Foundation schools at a lower expense and reduce program and operations-related burdens of the school administration. The responsibilities of MFEO include, but are not limited to:

Overseeing the Foundation Schools' operations to ensure compliance with the charter agreements

Curriculum development in collaboration with Accord Education Research Institute

Making hiring recommendations regarding school principals to the Board of the Foundation

Payroll, Purchasing, Budgeting

Financial and other Reporting, Annual audit, Community Outreach, Public Relations, Information Technology (IT) Support

Site Advisory Boards: The Site Advisory Board (SAB) is an advisory body holding each school site responsible for its operations. The SAB will be formed at each MSE school site shortly after the school commences and will consist of:

The school principal

1 Teacher representative elected by the faculty

1 Parent representative elected by the Parent Club

1 Student representative elected by the Student Council

1 Community representative appointed by MFEO

1 High-Tech Industry Representative appointed by MFEO

1 University Representative appointed by MFEO

SAB recommends suggested courses of action for the board to adopt regarding site-specific issues. The school principal will communicate and convey these policies to MFEO.

School Principal: Each school site of MSE will have a site principal. The Principal is the senior authority at the school site with the following responsibilities and duties:

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

Report to and consult with MFEO.

Hire, supervise, and evaluate the faculty and school site staff.

Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and Magnolia 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 develop 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 as required.

10. School Leadership & Staffing Plans

- a. Leadership Team Capacity: List the members of the leadership team submitting this plan. Provide evidence to support why this team has the collective capacity to successfully perform all tasks needed to lead/transform a school. Attach resumes of all team members, including any other individuals who have made substantial contributions to this plan whose resumes are not included elsewhere in the plan (e.g. advisors, consultants)*

Members of Leadership Team:

Magnolia Schools Chief Executive Officer- Suleyman Bahceci, Ph.D.

Magnolia Schools Chief Financial Officer- Irfan Erol

Magnolia Schools Chief Academic Officer - Varol Gurler

Team members are experienced in charter school management in their specific areas. This proves that our team has collective capacity to successfully perform all tasks needed to lead a school. (See Attachment 10a for Resumes of Leadership team members)

- b. Staffing Model: Describe the school's staffing needs from start-up through year five. Identify the adult-to-student ratio in the proposed school, and include the number of students, teachers and aides per classroom. Provide the number and type of all academic and non-academic positions in the proposed school. Describe how the school will provide for IEP services such as interpreters, translators, and special education assistants.*

The school will start-up with full capacity in available seats. In order to meet the state standards, school will have the adequate number of administrator/classified and teachers/certified employees. Please see the budget (Attachment 12b) for further and detailed information. IEP services, translators and special education will be provided in coordination with the appropriate district departments, with internal sources and outsourcing is definitely an option if needed.

c. Compensation: For each position give a salary range, benefits as a % of salary, health benefits as a % of salary, lifetime benefit cost as a % of salary (if applicable). Internal teams will use the District's salary schedule

Magnolia Schools have competitive compensation scale. Compensation and employee benefits for classified and certified employees will be very similar to district standards.

d. School Leadership: Describe the criteria for hiring a leader for the proposed school, and explain how these characteristics align with the school's unique mission and vision. Identify the Principal candidate, if known, and explain why this individual is well qualified to lead the proposed school. If the candidate is unknown at this time, describe the timeline and plans for recruiting, hiring and developing the Principal. Attach a job description for the Principal in the appendix. If selected, attach and label the Principal candidate's résumé in the appendix.

Magnolia Schools aims to provide opportunities to students who reside within the attendance boundaries of schools that have historically been overcrowded and academically failing. A preponderance of students residing in these communities are economically disadvantaged and come from immigrant communities. While expectations for students from these communities are often low, and opportunities to attend great schools scarce, Magnolia Schools has proven that students can excel academically regardless of socio-economic background, ethnicity or background. One of the keys to this success is having strong school leaders in the principals that are hired. In order to ensure that the mission and vision of Magnolia Schools is implemented successfully, a strong leader is key in the planning and execution of the school. The principal is the leading educator on the school campus and ultimately responsible for student performance. We believe that the best principal candidates are motivated, highly trained individuals with an understanding for and experience with students of similar backgrounds. The qualities that we seek in a principal are: (See attachment 10d for Principal's job description)

- Ability to recognize good instruction based on current teaching methods
- Ability to evaluate teachers by using appropriate observation methods
- Ability to solve conflicts, disagreements and uncertainty
- Collaborative, visionary leadership and management skills
- Ability to develop productive relationship with teachers, students, parents and staff

e. Leadership Team beyond the Principal: Identify any leadership positions beyond the Principal, such as Assistant Principals, master teachers, special education coordinators, business managers, including classified staff. If known, please identify the individuals who will fill these roles and discuss why they are well qualified to support the school's unique mission and vision. If still seeking to fill these positions, provide plans for recruiting candidates and a timeline and criteria for hiring. Attach job descriptions for leadership positions beyond the Principal in the appendix. If applicable, attach résumés of any individuals identified for these leadership positions in the appendix. Label each résumé with the appropriate position title.

Special Education Coordinator- Ayse Gulsun Karabay
Academic Coordinator- Taha Saglam
School Counselor- Kelly Hourigan
Business Manager – Nuri Melyayev

As you will see in the attached resumes prospective leadership team beyond the principal have adequate experience for these related positions. They are familiar with Magnolia Schools education philosophy and school culture. They are qualified to support the school's unique mission and vision. Since staff rotation is a common HR method used in Magnolia Schools, experienced staff on new campus to execute and replicate its education model will support successful start of MSE. (See Attachment 10.e for job descriptions and resumes)

f. Recruitment of Teaching Staff: Describe your Leadership Team's strategy and timeline for recruiting, hiring and developing the proposed school's teaching staff (internal teams will follow LAUSD Collective Bargaining Agreements). Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Indicate how they are trained in culturally relevant and responsive pedagogy. Identify any teachers who have already been recruited and committed to teaching at the proposed school. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. Also ensure that teachers hired meet the required credentials to teach their unique student population including students with disabilities. In recognition of

the importance of staff diversity and school community, please identify the anticipated experience level of prospective staff members. Also identify an outreach plan for interested staff from the existing campus (in the case of PI schools) or relieved campus (in the case of new schools). Attach job descriptions for teaching staff in the appendix. Attach résumés for any teachers that have been identified in the appendix. Label each résumé as “teacher.”

Magnolia Schools’ highest priority is to employ experienced and appropriately qualified employees to fill its staffing positions. Hiring, training and evaluating the employees at MSE will be conducted in a way that fosters an interactive and healthy learning environment for students and the community. MSE believes that the quality of professionals employed in the charter will determine the quality of education to a great extent.

Staffing Projections for New MSE (2010-2015)					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Title	FTE	FTE	FTE	FTE	FTE
<u>Administrative</u>					
Principal	1	1	1	1	1
Vice Principal	1	2	2	2	2
Secretary/Admin. Ass.	2	2	2	2	2
Bus Man./Bookkeeper	1	1	1	1	1
<u>Faculty/Staff</u>					
Social Science Teacher	2	3	4	4	4
Computer Teacher	1	2	3	4	4
Math Teacher	2	3	5	5	5
Science Teacher	2	2	4	4	5
Language Arts Teacher	2	3	4	4	4
Special Ed.	1	1	1	1	2
Art/ Music	1	1	1	2	2
Drama	1	1	1	1	1
PE	1	1	2	3	1
Foreign Language	1	1	1	1	1
Counselor	1	1	1	1	1

Magnolia Schools will hire the school principal, and in turn the principal will hire the teachers. The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. All teachers will be appropriately qualified.

The new hired teachers will take the professional training program that is comprised of two major components: (1) Accord Educational Research Institute’s Summer Workshops and Training: Accord trains all member school teachers on Accord’s

education program implementation. (2)MSE’s additional Training: After the evaluation of student test results including State tests and Measures of Academic Progress (MAP) tests, the areas of needs for professional development are determined by the participation of school administration and teachers at the end of each semester. Magnolia Schools’ officers then contract with the area universities, and consult with education professionals and organizations.

The professional training program includes sessions both in summer and during the school year. A teacher workshop is held in August for all Magnolia Schools’ teachers. As stated above, staff meetings at MSE are organized so that teachers teaching same subject and same grade level meet biweekly. During these meetings, master teachers mentor new ones and teachers share their best practices. Moreover, teachers attend quarterly professional development sessions, which are essential to raise student achievement by grade level and/or subject matter. These formal sessions are guided by content-area specialists and center on writing, research and critical thinking skills in creation of cross-curricular student assignments.

When the school year is over, a two-day in-service training is held. The topics include Revision of School Curriculum, New School Year Planning, New Textbook and Instructional Materials Revision. (See Attachment 10f for job description of MSE school’s teacher and attachment 10g for Hiring Procedure chart).

Timeline for Recruitment

TASK	Mar-2010	Apr-2010	May-2010	Jun-2010	Jul-2010	Aug-2010
Staff Recruitment						
Advertising for Teachers and Administrators						
Interviews						
Faculty selection						
Faculty hired						
Year 1 Annual Planning and Professional Training						
Staff orientation: School Vision and Mission						
Staff Planning/Team Building						
Staff / Board Startup Retreat						
Initial Professional Training						

11. Operations (This section may be updated by the Workforce Stability Taskforce)

- a. *Internal Applicants: All internal partners will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.*
- b. *External Applicants: All external partners submitting school plans under the process described in this Resolution enter into a facilities use agreement. The facilities use agreement must include a commitment to contract with the District as the default provider of outsourced school facility support services, such as cafeteria, custodial, maintenance, security, supplies, and transportation services. The use agreement would further specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services;*

MSE will enter into a facilities use agreement based on agreed-upon performance standards that include, but are not limited to, cost of service, quality of service, responsiveness and timeliness. We pledge to work with LAUSD to negotiate a Facilities Use Agreement that considers all available options in implementing an operations plan and hiring vendors in order to meet agreed upon operating requirements. MSE is committed to engaging the district for Required Services and working with the district at

further defining the viability of using district provided services in the Foundational and Optional categories as listed in the Operations Services and Standards Menu. If the district cannot meet the desired performance standards, and a timely discussion does not resolve the issues to the satisfaction of all parties involved, then external providers will be invited to submit proposals for the desired services. This process will ensure that the district has an opportunity to provide services based on performance standards that meet the needs of the school, and that a comparative analysis is conducted so that ultimately all services delivered benefit students by being efficient and of high quality.

- c. ***School Operations Experience: Identify positions and individuals (if known) responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).***

Magnolia Schools will consider all available options in implementing an operations plan and hiring vendors in order to meet agreed upon operating requirements and standard. Magnolia schools is committed to working with the district at further defining the viability of using district provided services in the Foundational and Optional categories as listed in the Operations Services and Standards Menu. This process will ensure that a comparative analysis is conducted so that services can be delivered in an efficient and high quality manner.

Historically Magnolia Schools has hired to manage, coordinate and lead the following areas:

- Security Guard-Coordinates all security related activities (staff + outsourced)
 - Plant Manager and Custodian: Responsible for maintenance-day to day maintenance services, as well as after-hour services (staff + outsourced)
 - Food Service-Daily Meal Service preparations (staff managing + outsourced)
 - Office Manager-Responsible for day to day operations of office, attendance reporting, scheduling, etc. (staff)
- d. ***Operations Start-up Plan: Provide a timeline and schedule for the operations-related activities your team will undertake in the planning year to ensure a successful school. (internal teams will work with School Management Services)***

Magnolia Schools have already scheduled operating and recruiting plan for start-up schools.

(See Attachment 11.d)

- e. ***Operations Plan: (LAUSD Will provide a menu of services)***

Magnolia Schools will work in good faith with the district to come to an agreement on the services to be provided by LAUSD on the new campus. The menu of services below will be completed pending completion of the negotiations with LAUSD during the implementation phase.

Note: Workforce Stability Taskforce is working on finalizing a service menu

12. Finances

- a. ***Funding: Internal teams will receive funding via LAUSD’s transparent budgeting process (based on student ADA). Charter providers will receive funding via charter funding formulas.***

Not applicable.

- b. ***Budget Narrative: Include a budget narrative that addresses key assumptions and principles used to develop your financial model, ensuring alignment with the mission, vision, and overall strategic development of the proposed school. What is your school’s plan for additional fundraising?***

Magnolia Foundation has already nine schools operating and has a scope of knowledge and experienced staff in school financial management. In addition to that, Magnolia Foundation has business, accounting and fiscal procedures/policies complied with federal and state laws. Our budget items are projected within the standards of charter school educational and fiscal codes. (See Attachment 12b for further information.)

- c. ***Financial Controls: Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated***

and with what frequency, and identify the party responsible for generating these reports and his/her qualifications. Teams may submit the fiscal policies/handbook for the organization, which will later be required for accountability purposes.

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

Each fiscal year, an independent fiscal audit will be conducted of the financial affairs of MSE to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The School shall immediately forward a copy of the audit to the LAUSD , the State Controller and the California Department of Education upon receipt of the final audit findings in accordance with state time lines under Education Code Section 47605.6(m) (currently December 15 of each year).

The School shall contract for an audit to be prepared in accordance with Governmental Auditing Standards. This audit shall be performed in accordance with Generally Accepted Accounting Procedures, Financial Accounting Standards Board (FASB) standards, State Board of Education regulations and K-12 audit standards where such standards are applicable to charter schools (including attendance and applicable compliance requirements for government funding streams that the School is seeking.) The School shall also conduct a Single Audit if the School is required to do so under federal guidelines. The audit shall be performed by an independent auditor designated in the School's Financial Plan, or another auditor acceptable to the Superintendent of Schools. The named auditor of choice shall be decided not later than April 1 of the year to be audited. The School shall be responsible for developing and implementing an audit resolution plan for any findings/recommendations included in the audit of the prior year. Such plan shall be submitted to the LAUSD Superintendent by March 15 for review and approval every year.

The Foundation has demonstrated success in operating charter schools previously approved in California as evidenced by annual financial audits for each of the Foundation schools with no audit findings or exceptions.

13. Facilities

a. LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

Not applicable.