MAGNOLIA SCIENCE ACADEMY 3
(MSA-3)

CHARTER PETITION
(First Renewal)

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
dba
MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave STE 200B
Westminster, CA 92683
Phone: (714) 892 5066
Fax: (714) 892 5022

Submitted to:
Los Angeles Unified School District
Innovation and Charter Schools Office
333 South Beaudry Avenue
25th Floor
Los Angeles, CA 90017

Submitted On: December 14, 2011
TABLE OF CONTENTS

AFFIRMATIONS AND ASSURANCES .................................................................3
INTRODUCTION ...............................................................................................4

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM ....................19
  1.1. School Information ............................................................................ 19
  1.2. Introduction ....................................................................................... 20
  1.3. Student Population ........................................................................... 20
  1.4. Grade-Level Enrollment ................................................................... 21
  1.5. What It Means To Be an Educated Person in the 21st Century ............ 21
  1.6. How Learning Best Occurs ............................................................... 21
  1.7. Goals of the Program ....................................................................... 23
  1.8. Typical Day at MSA .......................................................................... 24
  1.9. Bell Schedules .................................................................................. 25
  1.10. Instructional Design for Target Population ..................................... 26
  1.11. Curriculum and Instruction .............................................................. 28
  1.12. Distinctive Features of Magnolia Science Academy—3 .................... 34
  1.13. School Calendar of MSA-3 ............................................................... 42
  1.14. Professional Development ............................................................... 44
  1.15. Recruiting Qualified Teachers ........................................................... 49
  1.16. Students with Special Needs ............................................................ 51
  1.17. Low Achieving Students ................................................................. 53
  1.18. High Achieving Students ................................................................. 54
  1.19. English Learners ............................................................................ 55
  1.20. Socio-economically Disadvantaged Students ................................... 59
  1.21. Grading, Promotion and Graduation ............................................... 59
  1.22. Accreditation .................................................................................. 61
  1.23. Conclusion ...................................................................................... 61

ELEMENT 2: MEASURABLE STUDENT OUTCOMES ..................................62
  2.1. Subject Matter Competencies ............................................................. 62
  2.2. Middle and High School Benchmarks ............................................. 66
  2.3. Lifelong Learning Skills and Interpersonal Skills ................................ 67
  2.4. Graduation Requirements .................................................................. 70
  2.5. Measurable Pupil Outcomes ............................................................... 72

ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS .................................74
  3.1. Academic Areas ................................................................................ 74
  3.2. Lifelong Learning Skills .................................................................... 81
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3. Standardized Tests</td>
<td>81</td>
</tr>
<tr>
<td>3.4. Growth Based and Adapted Tests</td>
<td>81</td>
</tr>
<tr>
<td>3.5. Use and Reporting of Data</td>
<td>84</td>
</tr>
<tr>
<td>3.6. Testing</td>
<td>84</td>
</tr>
<tr>
<td>3.7. Non-Academic Areas</td>
<td>84</td>
</tr>
<tr>
<td>ELEMENT 4: GOVERNANCE</td>
<td>86</td>
</tr>
<tr>
<td>4.1. Introduction</td>
<td>86</td>
</tr>
<tr>
<td>4.2. Magnolia Public Schools Board</td>
<td>86</td>
</tr>
<tr>
<td>4.3. Magnolia Public Schools Central Office (MPSCO)</td>
<td>87</td>
</tr>
<tr>
<td>4.4. School Site Council</td>
<td>88</td>
</tr>
<tr>
<td>4.5. The English Language Advisory Committee</td>
<td>88</td>
</tr>
<tr>
<td>4.6. Magnolia Public Schools Advisory Committee</td>
<td>89</td>
</tr>
<tr>
<td>4.7. School Principal</td>
<td>89</td>
</tr>
<tr>
<td>4.8. Parental Involvement</td>
<td>91</td>
</tr>
<tr>
<td>4.9. Grievance Procedure for Parents and Students</td>
<td>92</td>
</tr>
<tr>
<td>4.10. LAUSD Charter Policy</td>
<td>93</td>
</tr>
<tr>
<td>4.11. Responding to Inquiries</td>
<td>93</td>
</tr>
<tr>
<td>4.12. Notifications</td>
<td>93</td>
</tr>
<tr>
<td>4.13. Organizational Chart</td>
<td>94</td>
</tr>
<tr>
<td>ELEMENT 5: EMPLOYEE QUALIFICATIONS</td>
<td>96</td>
</tr>
<tr>
<td>5.1. Background Checks</td>
<td>96</td>
</tr>
<tr>
<td>5.2. Credentialing</td>
<td>96</td>
</tr>
<tr>
<td>5.3. Staff Selection and Qualifications of the School Personnel:</td>
<td>97</td>
</tr>
<tr>
<td>5.4. Evaluation of the School Personnel</td>
<td>109</td>
</tr>
<tr>
<td>5.5. Performance and Acknowledgement</td>
<td>109</td>
</tr>
<tr>
<td>ELEMENT 6: HEALTH AND SAFETY</td>
<td>110</td>
</tr>
<tr>
<td>6.1. School Facility</td>
<td>110</td>
</tr>
<tr>
<td>6.2. Criminal Background Checks</td>
<td>111</td>
</tr>
<tr>
<td>6.3. Immunizations, Tuberculosis Testing, and screenings</td>
<td>111</td>
</tr>
<tr>
<td>6.4. Staff Responsibilities</td>
<td>115</td>
</tr>
<tr>
<td>6.5. Child Abuse Reporting</td>
<td>115</td>
</tr>
<tr>
<td>6.6. Prescription Medications</td>
<td>116</td>
</tr>
<tr>
<td>6.7. Insurance Requirements</td>
<td>117</td>
</tr>
<tr>
<td>6.8. Evidence of Insurance</td>
<td>119</td>
</tr>
<tr>
<td>6.9. Hold Harmless/Indemnification Provision</td>
<td>119</td>
</tr>
<tr>
<td>6.10. Asbestos Management</td>
<td>120</td>
</tr>
<tr>
<td>ELEMENT 7: MEANS TO ACHIEVE RACIAL &amp; ETHNIC BALANCE</td>
<td>121</td>
</tr>
</tbody>
</table>
7.1. Court-ordered Integration ................................................................. 121
7.2. No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students ..... 121
7.3. Federal Compliance .................................................................. 122
7.4. Recruitment Process to Achieve Racial and Ethnic Balance .................. 123

**ELEMENT 8: ADMISSION REQUIREMENTS** .................................................. 125

8.1. Recruiting Low-Achieving and Economically Disadvantaged Students .... 126
8.2. Informing Parents about the Enrollment Lottery .................................. 126
8.3. Lottery Timeline ........................................................................ 126
8.4. Lottery Procedure .................................................................... 126
8.5. Notifications of Admission .......................................................... 127
8.6. Waiting List Notification .............................................................. 127
8.7. McKinney-Vento Homeless Assistance Act ...................................... 128

**ELEMENT 9: ANNUAL FINANCIAL AUDITS** ............................................... 129

9.1. Internal Audit ........................................................................... 129
9.2. Outside Auditor ........................................................................ 130
9.3. District Oversight Costs ............................................................... 131
9.4. Balance Reserves .................................................................... 131
9.5. Special Education Revenue Adjustment/Payment for Services ............ 131
9.6. Audit and Inspection of Records .................................................. 132

**ELEMENT 10: SUSPENSION AND EXPULSION** ....................................... 133

10.1. Grounds for Suspension ............................................................. 135
10.2. Procedure for Suspension ......................................................... 136
10.3. Grounds for Recommending Expulsion ....................................... 138
10.4. Procedure for Expulsion ........................................................... 139
10.5. Outcome Data .......................................................................... 141
10.6. Rehabilitation Plans ................................................................ 141
10.7. Re-admission .......................................................................... 141
10.8. Special Education Students ....................................................... 142
10.9. Gun Free Schools Act ............................................................... 142

**ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYEE MATTERS** ............ 143

11.1. Retirement .............................................................................. 143
11.2. Benefits .................................................................................. 143
11.3. Work Schedule ........................................................................ 143
11.4. Employment At-Will ................................................................. 144
11.5. Process for Resolving Complaints/Grievances ................................ 144

**ELEMENT 12: ATTENDANCE ALTERNATIVES** ....................................... 145

**ELEMENT 13: EMPLOYEE RIGHTS AND RESPONSIBILITIES** ....................... 146
13.1. Rights of District Employees ................................................................. 147

ELEMENT 14: DISPUTE RESOLUTION, OVERSIGHT, TERM, AND RENEWAL ..........148
  14.1. Mandatory Dispute Resolution .......................................................... 148
  14.2. Term of the Charter ........................................................................... 150

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER .................................150

ELEMENT 16: CHARTER SCHOOL CLOSURE ..................................................151
  16.1. Revocation ......................................................................................... 151
  16.2. Closure Procedures ............................................................................ 151

ADDITIONAL REQUIREMENTS 1: GENERAL REQUIREMENTS .......................161
ADDITIONAL REQUIREMENTS 2: FINANCIAL AND BUDGET MATTERS ............162
ADDITIONAL REQUIREMENTS 3: ADMINISTRATIVE SERVICES ......................164
ADDITIONAL REQUIREMENTS 4: MANDATED COST RECOVERY ....................165
**AFFIRMATIONS AND ASSURANCES**

Magnolia Science Academy-3 shall:

- Be non-sectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
INTRODUCTION

Magnolia Science Academy-3, also referred to herein as “MSA-3” or “Charter School” is a classroom based charter school serving grades 6–12 with a curriculum emphasis on science, math, and technology. The school primarily serves students and parents of Carson, CA.

Mission

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

Vision

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

Core Values

Magnolia Public Schools has identified the following core values, which are reinforced through its “Get Ready for Life (GRFL)” curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship
  GRFL: Success
  GRFL: Self Discipline

Value: Critical Thinking
  GRFL: Citizenship
  GRFL: Personal Qualities

Value: Effective Communication
  GRFL: Conflict Resolution
  GRFL: Human Relations

Value: Social Responsibility
  GRFL: Respect
  GRFL: Responsible Choices
In a school setting, teachers are one of the most important role models to the students. Therefore, among the teaching staff MSA-3 will emphasize the value of continuous professional development, persistent innovation, intellectual curiosity, tolerance, and positive response to change so that these values and attitudes will be conveyed to students through example.

**Goals**

MSA-3 seeks to:

- Enable students to become self-motivated, competent, and lifelong learners.
- Provide challenging and engaging curriculum with carefully selected standards-based teaching materials and state-of-the-art equipment implemented by highly qualified teachers.
- Create a supportive and caring environment with small class sizes, and strong student-parent-teacher communication.
- Improve students’ knowledge and skills in core subjects thereby increasing their chances of success in higher education and beyond.
- Establish intensive enrichment programs for both high and low achieving students.
- Enable students to think objectively and critically, respect truth, and be socially responsible.
- Prepare students to be conscientious and productive citizens.

**Magnolia Educational & Research Foundation**

The Magnolia Educational & Research Foundation (Foundation) *dba* Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The Foundation is granted tax-exemption status “501(c)(3)” by the IRS and the State of California. The headquarters of the Foundation is located in Westminster, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

MPS’ culture of excellence is based on core values, cultivating college aspirations, and a dedicated, highly trained faculty that implements a comprehensive education approach. A four part education model includes technology integration across all subject areas, advanced studies for selected students, proactive and personalized academic guidance, and data
driven instruction based on analysis of student performance supports a standards based education program.

In 1998, the Foundation began its first project of providing volunteer tutors for middle and high school students, especially for math, science and computer technology assistance, utilizing its connections to major research universities throughout southern California.

In 1999, the Foundation organized and implemented a joint program with Culver City Unified School District to provide tutoring for district students. It also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These programs resulted from cooperative partnerships with school districts to support educational initiatives.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (MSA-1), in the San Fernando Valley. Since then, the Foundation has established twelve other charter school sites in California to provide the innovative and high-quality education.

The Need

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," current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

- Flat or reduced domestic student interest in critical areas, such as engineering and the physical and mathematical sciences.
- Large increases in retirement from the science and engineering (S&E) workforce projected over the next two decades.
- Projected rapid growth in S&E occupations over the next decade, at three times the rate of all occupations.
- The future US S&E workforce is imperiled by two long-term trends:
  - Global competition for S&E talent is intensifying, such that the United States may not be able to rely on the international S&E labor market to fill unmet skill needs;

---

1 National Science Board; The Science and Engineering Workforce Realizing America's Potential. August 2003
• The number of native-born S&E graduates entering the workforce is likely to decline unless the nation intervenes to improve success in educating S&E students from all demographic groups, especially those underrepresented in S&E careers.

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

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

The Foundation seeks to respond to this following recommendation regarding statewide specialty high schools made in the report:

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

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

---

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

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

---

Unique Accomplishments of Magnolia Public Schools to Date:

**API Scores:** MSA-3 scored an API of 742 in its first year, 777 in its second year, and 754 last year which shows an actual growth of 12 points over the last 2 years.

![Bar Graph 1: MSA-3 API growth for the last three years](image1)

![Bar Graph 2: MSA-3 2010-11 API growth similar school comparison](image2)

Bar graph 2 shows that MSA-3 has distanced itself with its higher API from Similar Schools and resident schools API Median specified by LAUSD. This is a clear indication that MSA-3 has an edge over similar schools.
MSA-3’s Selected Achievements

- 2011: NASA Team gets first place in NASA JPL Engineering Invention Contest.
- 2011: LEGO Robotics team participates in the regional robotics tournament.
- 2011: MathCounts Team receives 1st Place and advances to nationals in the MathCounts Contest organized by National Society of Black Engineers (NSBE).
- 2011: Simcity Future Cities Team earns third place in the regional contest in Las Vegas.
- 2010: MSA Students participated in Science Olympiads Competition.
- 2010: Middle and High School teams take part in US Department of Energy Science Bowl Competition.
- 2010: MSA Students advances to state finals in Cyber Cup competition.
- 2010: Simcity Future Cities Team gets second place in the regional contest.

Distinguished Characteristics of MSA-3 Documented by the WASC Initial Visit Committee:

- The Committee commends the principal and teachers for being caring and dedicated professionals and for their willingness to help students with their academic and personal issues and challenges.
- Teachers are pleased to be a part of the faculty and are committed to student success and providing students a caring and nurturing environment for learning.
- Students are very proud of their accomplishments, have high aspirations for college and careers, and are appreciative of the efforts of the principal and teachers to provide them a quality education and preparation for high school.
- The Committee commends the school’s leadership and staff for their open communication with parents and responsiveness to parents’ requests and concerns.
• The principal and staff have implemented effective procedures to keep students and their parents informed regarding students’ academic and behavioral progress.

• There is new technology available for students, and teachers indicated that they integrate the technology into the curriculum in comfortable and meaningful ways.

• MPS continues to provide staffing that allows for small class sizes and a relatively low student: teacher ratio.

• MPS provides a variety of professional development opportunities for staff members, including pre-service and in-service training.

• Teachers are to be commended for the many hours outside of the regular school day that they give to after-school clubs, activities, competitions, tutoring, Saturday School, and in providing Home Visits.
Replicating the MPS Education Program:
Magnolia has successfully implemented an education program that has gained international, national and state level recognition and awards. Through its affiliation with The Accord Research Institute, it has developed and refined curriculum, programs, and supplemental activities that promote each student’s ability to learn and thrive.

Figure 1 - Average API of MPS over the years
The Accord Institute of Education Research

MSA-3 is part of Magnolia Public Schools (MPS). MPS contracts with the Accord Institute of Education Research (Accord), to augment its CMO central office services to schools. Accord is a “501 (c)(3)” non-profit organization with a clear mission to improve K-12 education through research, teaching and learning excellence, continuous school improvement, and school leadership coaching for sustainable and academically thriving schools. Based in Orange County, CA, Accord now serves over 30 public charter schools, charter management organizations, education corporations, and foundations. Innovative ideas, best practices, and research on K-12 education are offered to schools in the form of curriculum, professional development training, and school improvement initiatives. Since its inception, Accord focused on the important work of education quality and how to improve education quality on an ongoing basis. Accord believes that charter schools play a critical role in pioneering educational innovations and ensuring that children receive the levels of quality instruction, attention, and resources that they deserve. Accord's work supports individual charter school success through sustainable, replicable, and applicable educational improvement strategies and by positively influencing larger educational reform efforts in the United States.

Specifically, Accord will provide comprehensive support to MSA-3 in the following major categories:

- Program accountability and evaluation reports
- Annual conference and semiannual full day in-service programs
- Accord curriculum development and recommendations for selection of non-Accord curricula
- College readiness programs and training
- Supplemental program development, implementation, and monitoring, including home visits, competitions, and after school programs
- Renewal charter petition support
- Financial services including budget development, accounting support, audit preparation, revenue enhancement strategies
- Operations support including facilities acquisition, human resources, and business operations
- Public relations, networking and other marketing activities

Figure 2 - Accord Education Model
1.1. **School Information**

The address of MSA-3 is 1254 E. Helmick St. Carson, CA 90746

The phone number of MSA-3 is 1-310-6373806

The contact person for MSA-3 is Suleyman Karaman.

The term of this charter shall be from 2012 to 2017.

The grade configuration is 6-12.

The number of students in the first year of the renewal charter term will be 375.

The grade level(s) of the students first year of the renewal charter term will be 6-11.

The scheduled renewal date of MSA-3 is 7/1/2012.

The admission requirements are included in Element 8 on page 125.

The operational capacity will be 500 students.

The instructional calendar is located in Section 1.13.2 of the petition.

The bell schedule for MSA-3 is located in Section 1.9 of the petition.

If space is available, traveling students will have the option to attend.
1.2. **Introduction**

Magnolia Science Academy-3 in Carson (MSA-3) aims to improve students’ performance in reading and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in math, science, and technology. Historically, the number of African American and Latino students pursuing careers in science, math, and technology has been very low. Recent research suggests that a significant cause is that the students from these ethnic backgrounds have inadequate exposure to intensive science and math curricula. Consequently, science and math are the focal points of the MSA-3 mission and curriculum.

1.3. **Student Population**

MSA-3 operates in Carson. As outlined in Elements 7 and 8 School’s plans for student recruitment will comply with the local, state and federal policies.

Carson is an area that the Magnolia Public Schools has identified as in need of an alternative high-achieving school. The data below shows area schools’ demographics and academic achievement and the similarity to MSA-3 demographics.

Magnolia Science Academy has been very successful with this demographic, which is similar to that of Gardena High School and Curtiss Middle School. Therefore, MSA-3 helps substantially to decrease the burden on area schools.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>7</td>
<td>8464</td>
<td>MAGNOLIA SCI ACAD #3</td>
<td>245</td>
<td>No</td>
<td>777</td>
<td>754</td>
<td>6</td>
<td>10</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>8103</td>
<td>CURTISS MS</td>
<td>790</td>
<td>No</td>
<td>650</td>
<td>705</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>8664</td>
<td>GARDENA SH</td>
<td>1728</td>
<td>No</td>
<td>586</td>
<td>618</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>% Free/Reduced Lunch</th>
<th>% Sp Ed</th>
<th>% GATE</th>
<th>% EL</th>
<th>% RFEP</th>
<th>% Hisp</th>
<th>% White</th>
<th>% Af. Amer</th>
<th>% Asian</th>
<th>% Fili</th>
<th>2011-12 PI Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>7</td>
<td>8464</td>
<td>MAGNOLIA SCI ACAD #3</td>
<td>62</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>15</td>
<td>53</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>8103</td>
<td>CURTISS MS</td>
<td>73</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>18</td>
<td>38</td>
<td>1</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>8664</td>
<td>GARDENA SH</td>
<td>69</td>
<td>9</td>
<td>11</td>
<td>16</td>
<td>35</td>
<td>67</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

---

1.4. **Grade-Level Enrollment**

Table 1 - The projected grade-level enrollment of MSA-3 for the following five years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>25</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>25</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>375</strong></td>
<td><strong>450</strong></td>
<td><strong>500</strong></td>
<td><strong>500</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

1.5. **What It Means To Be an Educated Person in the 21st Century**

MSA-3 believes 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.

MSA-3 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.

1.6. **How Learning Best Occurs**

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are
learning in school.\textsuperscript{5,6} Our rigorous standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Students have the opportunity to develop social and interpersonal skills—writing, presentation, communication, and collaboration. MSA-3 offers a life skills program called Get Ready for Life (GRFL), which is designed to help students attain organizational and study skills, which are crucial to become 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 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. MSA-3 offers a rigorous standards-based curriculum from which students gain life-long knowledge and skills and its after school programs 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. 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.

Teaching methodologies at MSA-3 place the study of content areas into topical units that incorporate relevant activities and lessons. Associations between expository writing and


\textsuperscript{6} S. B. Mertens and N. Flowers, “Middle school practices improve student achievement in high poverty schools,” Middle School Journal, pp. 33-43, Sep 2003.
careers, mathematical proofs and space science, and science laboratory experimentation become clear to students studying these topics. Guest speakers and field trips emphasize the links between study and practical application. Teacher-designed units 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 helps students move from adolescence and school to adulthood and society. Therefore, MSA-3 students are required to be actively involved in various community service projects.

1.7. **Goals of the Program**

The school’s academic goals, learning outcomes and outcome measure are described briefly below and in detail in Elements 2 and 3 (measurable pupil outcomes and the methods to assess the progress of pupils).

1.7.1 **MSA-3 primary goals:**

- Increase students’ interest in science, mathematics and reading by innovative, engaging and standards-based curriculum.
- Provide a challenging curriculum designed to increase students pursuing careers in science, mathematics, and technology.
- Provide a quality core curriculum, including humanities.
- Sharpen students’ thinking skills by providing hands-on inquiry activities.
- Reduce dropout rates by providing academically and socially supported school environment.
- Improve students’ organizational and study skills by offering life-skills courses.
- Improve students’ academic skills, especially those who are performing below grade level, by providing appropriate intervention and remediation programs.
1.8.  **Typical Day at MSA-3**

A typical day at MSA-3 begins with peer tutoring options and breakfast. The bell for first period rings at 8:00 am. The school day ends at 3 pm after seven 50-minute periods. Students’ access technology and teachers use integrated instructional strategies that take advantage of the state-of-the-art computer labs to supplement classroom learning and apply technology skills in the inquiry-based learning activities. Teachers lead class discussions to help students develop theories about the topic. Teachers assign reading and review homework and projects. Sustained silent reading (SSR) is scheduled every day for 25 minutes. Staff, teachers, guests and administrators join students to model good reading habits.

Proper manners and social skills are emphasized during lunch and break periods. Conversations take place at an appropriate volume and respect for each other, adults, and the environment is the culture. Guest speakers are invited to meet informally with students during this time as well as make more formal presentations at student assemblies. Cross-curricular integration of themes and topics provides a framework for students to link and remember the lessons and activities of the day.

A robust after-school program allows students time to meet with clubs, work on the service learning projects, prepare for local, national and/or international competitions, and participate in tutoring. Teachers, volunteers and upper level students tutor younger students in all content areas. The library and computer lab is open and staff and teachers are available for online research assistance and review, and for enrichment or remediation in all subject areas.

At the end of a shortened day on Tuesdays, staff meetings are held, where daily school operations are discussed and improvement plans are developed. Teachers share experiences and the upcoming school projects are organized. In addition, teachers meet in data teams by subject and grade to focus on curriculum and instructional improvement.
1.9. **Bell Schedules**

MSA-3 will comply with at least the minimum statutory instructional minute and day requirements. Currently, in middle school grades, MSA-3 provides instruction a minimum of 175 days a year, and 52,457 minutes. In high school grades, MSA-3 provides instruction a minimum of 175 days a year and 62,949 minutes. All staff receive a duty free break of at least 30 minutes every day.

Sample bell schedules and class schedules are as shown in Table 2, Table 3 and Table 4.

**Table 2 – Regular and Shortened Bell Schedules**

<table>
<thead>
<tr>
<th></th>
<th>Regular Day</th>
<th>Shortened Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nutrition</strong></td>
<td>7:30 AM</td>
<td>7:30 AM</td>
</tr>
<tr>
<td><strong>Prep Time</strong></td>
<td>7:50 AM</td>
<td>7:50 AM</td>
</tr>
<tr>
<td><strong>1st Period</strong></td>
<td>8:00 AM</td>
<td>8:00 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>8:54 AM</td>
<td>8:54 AM</td>
</tr>
<tr>
<td><strong>2nd Period</strong></td>
<td>8:54 AM</td>
<td>8:44 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>9:44 AM</td>
<td>9:24 AM</td>
</tr>
<tr>
<td><strong>3rd Period</strong></td>
<td>9:48 AM</td>
<td>9:28 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>10:38 AM</td>
<td>10:08 AM</td>
</tr>
<tr>
<td><strong>4th Period</strong></td>
<td>10:42 AM</td>
<td>10:12 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>11:32 AM</td>
<td>10:52 AM</td>
</tr>
<tr>
<td><strong>SSR / Lunch</strong></td>
<td>11:36 AM</td>
<td>10:56 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>12:06 AM</td>
<td>11:22 AM</td>
</tr>
<tr>
<td><strong>Lunch / SSR</strong></td>
<td>12:06 PM</td>
<td>11:26 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>12:32 PM</td>
<td>11:52 AM</td>
</tr>
<tr>
<td><strong>5th Period</strong></td>
<td>12:36 PM</td>
<td>11:56 AM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>1:26 PM</td>
<td>12:36 PM</td>
</tr>
<tr>
<td><strong>6th Period</strong></td>
<td>1:30 PM</td>
<td>12:40 PM</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>2:20 PM</td>
<td>1:20 PM</td>
</tr>
<tr>
<td><strong>7th Period</strong></td>
<td>2:24 PM</td>
<td>1:24 PM</td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td>3:14 PM</td>
<td>2:04 PM</td>
</tr>
<tr>
<td><strong>After School</strong></td>
<td>3:25 PM</td>
<td>2:14 PM</td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>4:15 PM</td>
<td>4:15 PM</td>
</tr>
</tbody>
</table>


Table 3 - Regular Class Schedule for Grade 6-8

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Computers</td>
<td>Foreign Language</td>
<td>English-Int</td>
<td>Science-Int</td>
<td>Math-Int</td>
</tr>
<tr>
<td>SSR</td>
<td>Art/Music</td>
<td>SSR</td>
<td>SSR</td>
<td>SSR</td>
</tr>
<tr>
<td>Lunch</td>
<td>SSR</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Lunch</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>PE</td>
<td>Social Studies</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>PE</td>
<td>Social Studies-Int</td>
<td>Character Ed</td>
<td>Foreign Language</td>
</tr>
</tbody>
</table>

Table 4 - Regular Class Schedule for Grade 9-12

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>Lunch</td>
<td>Foreign Language</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>SSR</td>
<td>Lunch</td>
<td>SSR</td>
<td>SSR</td>
<td>SSR</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>SSR</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

1.10. Instructional Design for Target Population

Since the current and prospective student population of MSA-3 likely represents the demographics of the Carson area as explained in section 1.2, the instructional design of MSA-3 addresses the needs of the low-income and socio-economically disadvantaged students of the area.

Every student has a potential to learn and excel. The instructional design at MSA-3 is prepared so that the socio-economically disadvantaged students have role models around them.
- MSA-3 quickly identifies low-achieving students in the first weeks of the academic year using diagnostic tests, and implements an early intervention program. Intervention and remediation programs are tailored to specific learning styles and needs.

- Technology Integrated Education (TIE), a distinctive feature at MPS (Appendix H) supports computer-adept students to acquire computing and research skills that they will need for success in higher education and life through the completion of computer based core class related projects.

- Get Ready for Life classes in middle school and college and career counseling in high school support students to create a vision and specific plans for meeting their academic and life goals.

- Sustained silent reading (SSR) hours enable these students to unlock a lifetime of reading habits, and to increase fluency and vocabulary to support articulate expression of ideas.

- Continuous tutoring and after school programs enhance the academic progress of the students.

- Home visitation programs, motivational guest speaker programs, parent meetings, university and college visits, and other field trips shape other educational experiences of the students at MSA-3. (Please see section 1.12 for further details)

1.10.1 Identification of Socio-Economically Disadvantaged and Low Achieving Students

Student registration records provide information regarding parent education level and previous student achievement. In addition, free and reduced lunch applications, parent surveys, and home language surveys are used to identify socio-economically disadvantaged and low achieving students. In addition, MSA-3 administers benchmark and diagnostics tests to determine and monitor the achievement level of the students. (For more information on testing, please see Section 3.4)

1.10.2 Early Intervention

We believe that early intervention is a must. Parents of students in need of intervention are invited to meet with their child’s teachers. These meetings are followed up by home visits,
emails, access to the student information system, and if necessary, additional on campus meetings.

One important aspect of early intervention is high expectations. By keeping the class sizes small, MSA-3 can enhance each teacher's ability to give individual attention to students. Teachers can very effectively monitor the progress of the students in classrooms averaging 25 students.

1.11. Curriculum and Instruction

The curriculum is based on the California standards, frameworks and benchmarks for assessment in each of the content subject areas. MSA-3 will follow the state in adopting and transitioning to the Common Core State Standards (CCSS) which were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy. Accord Institute is currently in the process of reviewing and revising all curricula to ensure it that it is aligned to the common core standards and ready for implementation when states common core standardized testing is in place.

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), MSA-3 believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. We also believe that a significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant and college prep curriculum. MSA-3’s educational program specifically emphasizes science, technology, engineering and math (STEM) education. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child.

Writing serves as an important vehicle for learning, and MSA-3 students are given writing assignments frequently to reinforce learning and enhancing understanding. Another significant feature of the MSA-3 curriculum is the emphasis on collaborative learning. Success today, both in and out of school, depends on the ability to work as part of a team. Collaborative learning activities enhance this ability and therefore will be an important part of the MSA-3 approach to education.
Unit development is sequential and grade level study is founded on skills and knowledge from earlier grades. Continuous and collaborative curriculum revision and refinement processes take place at the end of each semester and at the beginning of the school year as part of comprehensive in-service programs.

Math courses provide a comprehensive scope and sequence in an effort to address the diverse skills, interests and backgrounds of all learners. Students are assessed for their current knowledge and skill level and placed in the most appropriate class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities. These students also have the opportunity to participate in the Advanced Math and Science Program (AMSP), which is an after school program, that challenges the qualifying students by preparing them for various levels of competitions from regional to state to international in math, science, and computers. Students can further reinforce the material they learned in math through Technology Integrated Education (TIE) courses.

Science curriculum immerses students in the scientific method and encourages them to use the applicable technology, to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students who have experience applying scientific inquiry and reasoning to real-world problems in the classroom will have a clear advantage when they are exposed to the types of questions that require similar thought and reasoning process as adults. In keeping with the math, science and technology emphasis at MSA-3, advanced courses are offered to spur interest and prepare students for the STEM related fields. Science classes employ technology in laboratory explorations and experimentation. Computer simulations assist in expanding the number of lab opportunities in all grade levels.

MSA-3 teachers use instructional aids such as LEGO Mindstorms Lab to spur interest and enhance teaching and learning practices in math, science and technology, as well as basic engineering skills in all grades. Skills in programming, physical coordination, and sequencing are developed by using these tools.

Language Arts curriculum is literature-based with fluency practice in reading and writing. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced foreign language will be encouraged to study works written in Spanish. The curriculum incorporates a period of sustained silent reading as part of the daily curriculum. Accelerated Reader © by Renaissance Learning is used to make essential
reading practice more effective for every student and personalize reading practice to each student’s current level.

The social science courses use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies⁷, MSA-3’s social studies programs aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

The arts are an important part of the MSA-3 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 their integration into other subjects, 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.

Guest speakers, professionals in fields of engineering, space science, agriculture, design, robotics, biology and genetics, are an integral part of the study of math and science. Students record debates and discussions using digital technology. Issue-based technological approach to instruction has been found highly successful in improving student’s test scores.

MSA-3 teachers design instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences.

---

⁷ Source: http://www.ncss.org/positions/powerful
In MSA-3, wide variety of effective instructional strategies⁸ are used to shape instruction. Some of those strategies can be listed as (1) Identifying similarities and differences; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses (9) Cues questions, and advance organizers.

1.11.1 Textbooks and Instructional Materials
MSA-3 utilizes CA State Board of Education adopted instructional materials per related CA Education Codes. Textbooks are specified in Appendix J “Course Descriptions” for MSA-3. The central office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. All Magnolia Public Schools are using the same textbooks and instructional materials.

1.11.2 Education for Future Success
MSA-3 focuses on core knowledge and essential skills so that students may achieve the mastery upon which further learning will build. The core MSA-3 grade-level outcomes meet or exceed California State Content Standards.

MSA-3 students are expected to develop and sharpen the skills necessary to formulate a question, define an issue, and interpret events and information. They learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis; in the process, they become problem-solvers and decision-makers. In addition, they are able to organize and present their work in a variety of ways—orally, in writing, or through graphics. MSA-3 strives to lead every student to the academic success that is essential to high achievement in college and beyond and to give them the skills needed to become productive, responsible citizens and cultivated leaders.

1.11.3 Excellence and Equity in Education
MSA-3 seeks a diverse student body and offers those students both excellence and equity in education. Its academic program reduces achievement gaps by eliminating one cause—insufficient mastery of basic knowledge and skills required for further academic achievement. MSA-3 uses a variety of teaching methods to ensure mastery of appropriate

skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background.

MSA-3 is responsible for meeting the educational needs of all its students, and asks that parents/guardians support the school’s mission by ensuring a conducive home environment for study and homework completion. Homework is a requirement of classes and affects grades.

1.11.4 Middle School Curriculum

MSA-3 middle school students are required to take core courses in mathematics, science, English-language arts, and history-social science. In addition, the following noncore courses are also part of the comprehensive education program: computers and technology, TIE, physical education, visual and performing arts, foreign languages, sustained silent reading and GRFL classes are offered as a part of the middle-school education program."

Please see:
- Appendix G for more information about “Advanced Math & Science Program”
- Appendix H for more information about ”Technology Integrated Education”
- Appendix J for more information about “Curriculum and Course Descriptions”

1.11.5 High School Curriculum

One of the cornerstones of MSA-3’s academic vision is the understanding that science is a central factor in understanding the world around us. Science has the power to help students discover interesting and exciting facts about the world and also about themselves. As a college-preparatory school, the school must consider the various factors that lead to student success at a university. Two reliable predictors are high school achievement in advanced science and math courses and writing ability. Consequently, MSA-3’s curriculum emphasizes writing in all classes, including math and science.

**MSA-3’s high school curriculum meets all California state minimum course requirements for high school graduation and the a-g requirements of the University of California system.**

MSA-3’s high school curriculum offers NCLB core courses in mathematics, science, history-social science, and English-language arts. In addition to these core subjects, students are required to take physical education and foreign language courses. Students who wish to apply for higher education at any college or university are required to take two courses in computers and technology, at least one course in the visual and performing arts, and
college preparatory electives. All MSA-3 high school students are required to complete a community service project.

- **Electives**
  Students will have the opportunity to take electives in several areas. MSA-3 partners with local colleges and universities including Pepperdine University, Santa Monica College, and California State University-Northridge for elective courses.

- **Foreign Languages**
  Currently MSA-3 is offering Spanish as a foreign language and is planning to expand its program to respond to student interest, according to its available fiscal and personnel resources.

- **Computer and Technology**
  In addition to the three years of technology courses in the middle school curriculum, high school students are offered additional computer and technology courses. Topics covered in these courses will include:
  - Graphic design and applications
  - Using several software applications
  - Programming methodology with an emphasis on problem solving, algorithm development, and data structures

- **Life Skills**
  The high school curriculum includes a life skills course that requires the completion of a community service project and the development of skills in critical thinking, organizational management, and interpersonal/social skills.

  Students engage in community service to develop and demonstrate the incorporation of necessary life skills into their academic achievements. Students are required to complete at least one community service project before graduation. Projects are curriculum-related and designed to ensure that students gain “real life” responsibility, caring and respect for the community. Students are required to present the results of their community service projects to parents, teachers, students and other members of the school community.

- **Physical Education/Health**
  Students engage in an array of physical activities that are fun, culturally-appropriate, and challenging.
1.12. DISTINCTIVE FEATURES OF MAGNOLIA SCIENCE ACADEMY-3

1.12.1 Advanced Math and Science Program (AMSP) (Appendix G)
AMSP is a program for academically high achieving students. Participating MSA-3 students are prepared to compete in the following competitions:

- **International Mathematics Olympiad**
  - The International Mathematical Olympiad (IMO) is an annual six-problem, 42-point Mathematical Olympiad for pre-collegiate students and is the oldest of the International Science Olympiads. The first IMO was held in 1959. It has since been held annually, except in 1980. About 100 countries send teams of up to six students, plus one team leader, one deputy leader, and observers. Ever since its inception in 1959, the Olympiad has developed a rich legacy and has established itself as the pinnacle of mathematical competition among high school students.

- **International Olympiad in Informatics**
  - The International Olympiad in Informatics (IOI) is an annual computer science competition for secondary school students. The first IOI was held in 1989. The contest consists of two days computer programming, solving problems of an algorithmic nature. Students compete on an individual basis, with up to four students competing from each participating country (with around 81 countries in 2004).

- **International Physics Olympiad**
  - The International Physics Olympiad (IPhO) is an annual physics competition for high school students. It is one of the International Science Olympiads. The first IPhO was held in 1967. Each national delegation is made up of at most five student competitors plus two leaders, selected on a national level. Observers may also accompany a national team. The students compete as individuals, and must sit for intensive theoretical and laboratory examinations. For their efforts the students can be awarded gold, silver, or bronze medals or an honorable mention.

- **International Biology Olympiad**
The International Biology Olympiad (IBO) is a competition for secondary school students. Their skills in tackling biological problems, and dealing with biological experiments are tested. Interest in biology, inventiveness, creativity and perseverance are necessary. In bringing together gifted students, the IBO tries to challenge and stimulate these students to expand their talents and to promote their career as scientists. Every participating country sends four students, who are the winners of the respective national competitions. They are accompanied by two team leaders who represent the country.

- **Intel Science Talent Search**
  - The Intel Science Talent Search (Intel STS), known for its first 57 years as the Westinghouse Science Talent Search is a research-based science competition in the United States for high school seniors. It has been referred to as "the nation’s oldest and most prestigious" science competition. In his speech at the dinner honoring the 1991 Winners, President George H. W. Bush called the competition the "Super Bowl of science."

- **California State Science Fair**
  - The California State Science Fair is the final science fair of the academic year for students throughout the State of California in grades 6 - 12, serving California’s future scientists since 1952. It is hosted by the California Science Center (formerly, the California Museum of Science and Industry).

### 1.12.2 Technology Integrated Education (TIE)

Use of multimedia and other technology resources in all classes enable powerful learning situations that aid students in extracting meaning out of complexity. Technology Integrated Education (TIE) is the distinguishing program of Magnolia Public schools, which integrates Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way. Students gain an understanding of how computers operate and learn basic skills to successfully use programs such as Microsoft Word, Excel and PowerPoint. They learn how to design websites and effectively use the Internet. Core teachers each spend time each week in the computer lab with their students. NetSupport

---

9 C. Dede, “Emerging influences of information technology on school curriculum,” Journal of Curriculum

School Classroom Management program will be utilized in the computer labs to enhance the interaction between the students and teacher. Additional information on TIE is provided in "Appendix H: Technology Integrated Education".

Table 5 - Sample weekly curriculum demonstrating technology integration

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding percents, decimals and fractions</td>
<td>MATH.</td>
<td>MATH.</td>
<td>MATH.</td>
<td>MATH.</td>
<td>MATH/TECH.</td>
</tr>
<tr>
<td>Writing percents as decimals and fractions</td>
<td>Writing</td>
<td>Dirfferent</td>
<td>Dirfferent</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>percents as</td>
<td>forms of</td>
<td>forms of</td>
<td>integration*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decimals and</td>
<td>percent</td>
<td>percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fractions</td>
<td>representations.</td>
<td>representations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Internet Research: Make an online research to find out how Californians commute to work. Application: Draw a circle graph showing types of transportation with percents using a simple graphics software like Paint</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plate Tectonics from Earth Science.</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
</tr>
<tr>
<td>Continental drift</td>
<td>Continental</td>
<td>Seafloor</td>
<td>Technology</td>
<td>Seafloor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>drift</td>
<td>spreading</td>
<td>integration*</td>
<td>spreading</td>
<td></td>
</tr>
<tr>
<td>* Internet Research: Research 10 recent major earthquakes Application: Make a bar graph using a Spreadsheet software which plots each earthquake’s Richter magnitude. Make table to show the relation between the earthquake magnitude and overall damage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills required to do the class projects</td>
<td>COMPUTER</td>
<td>ART/MUSIC</td>
<td>COMPUTER</td>
<td>ART/MUSIC</td>
<td>COMPUTER</td>
</tr>
<tr>
<td>Charts and graphs in Excel: Presenting data using pie charts, Adding data labels and legend keys, Different types of pie charts</td>
<td>Formatting in MS Word: Using text effects. Changing layout and wrapping style of pictures.</td>
<td>PowerPoint: Custom animations, adding effects to objects, Action settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-and Third-Person narration</td>
<td>Technology</td>
<td>Before you read the autobiography</td>
<td>Reading: Storm by Gary Paulsen</td>
<td>Reading: Storm by Gary Paulsen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integration*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Internet Research: Search about Gary Paulsen the author of Storm. Find two or three major events that happened in his life. Find his photo. Application: Type and format a single-page biography of Paulsen using a Word processor software. Insert the photo that you found.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Egypt from Early Middle Eastern and North African Civilizations</td>
<td>SOC./TECH.</td>
<td>SOC. STD.</td>
<td>SOC. STD.</td>
<td>SOC. STD.</td>
<td>SOC. STD.</td>
</tr>
<tr>
<td>Technology Integration*</td>
<td>The Gift of the Nile</td>
<td>The Gift of the Nile</td>
<td>Life In Ancient Egypt</td>
<td>Life In Ancient Egypt</td>
<td></td>
</tr>
<tr>
<td>* Internet Research: Make an online search to find information and pictures for one of following subjects; Papyrus, Pyramids, Hieroglyphics. Application: Prepare a slide show presentation of 3 slides to present your subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36
1.12.3 Technology at the School Site

Every teacher has access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access is available at our school. Furthermore, the school utilizes computers to support its managerial needs, such as online grading and attendance recordkeeping, and communications with parents. (CoolSIS school information system.\textsuperscript{11}) MSA-3 encourages parents’ active use of its technology resources by offering free training sessions and provides computer access to all parents.

MSA-3 is aware that some of its students have either limited or no access to any computer outside the school. While the curriculum requires the development of computer skills and the application of computer technology in all subjects, students have access to computers both during and after school to ensure equal access to the materials they need to be successful at MSA-3.

1.12.4 Hands-On Science

Computer and science projects and science fairs are major events where students enhance their scientific abilities and self-confidence. These activities help students attain critical thinking, communication, and cooperation skills. MSA-3 collaborates with parents, the school district, community-based organizations, universities, and the biotech/high-tech industry to arrange and participate in different scientific activities. Some of the events with which we promote science education are:

- **Science Day**

  Science Day promotes student awareness of science principles and is designed to inspire interest in scientific research. The purposes of the Science Day are:
  
  o To motivate and encourage student interest in science
  
  o To increase parents’ appreciation of student work
  
  o To improve students’ presentation and project development skills.

- **Science Fair Projects**

  Science fair projects are an essential part of MSA-3’s educational program. The Science Framework for California Public Schools (2003) sets forth Guiding Principles (Pg.9-13)\textsuperscript{12} which support Science Fair research projects:

\textsuperscript{11} Source: https://magnolia.coolsis.com/UI/

\textsuperscript{12} Source: http://www.cde.ca.gov/re/pn/fd/documents/science-framework-pt1.pdf
- Effective science programs use multiple instructional strategies and provide students with multiple opportunities to master the content standards.
- Effective science programs continually engage all students in learning and prepare and motivate students for further instruction in science.

- **Science and Math Summer Camps**

  According to the American Camping Association, not only do summer camps provide students with the chance to develop independence (the ability to work effectively alone) and interdependence (the ability to work with others), camp experiences can also build self-confidence and a sense of pride and accomplishment as campers tasks, challenges and projects. The opportunity to make new emotional and personal discoveries on a daily basis generates a sense of self-control and possibility.

  MSA-3 has been organizing the supplemental, optional summer camps since it first opened its doors, and we believe they have contributed significantly to the success of the school.

1.12.5 **Parent-Student-Teacher Cooperation**

Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. MSA-3 works with parents to increase their awareness of the importance of their involvement in their children’s education through the following activities:

- Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings with each parent during the school year to discuss their students’ academic achievements.

- Meetings with parents of academically low-achieving students to support the parent in providing support to the student.

1.12.6 **Home Visit Programs**

Research has shown that one of the keys to successful teaching is creating personal connections with students inside and outside of school.\(^\text{13,14,15}\) Knowing students' outside

---


interests, families, and home routines can be informative in developing appropriate instructional strategies. Therefore, home visits are an important feature of MSA-3’s educational program. MSA-3 teachers visit students and their parents/guardians in their homes to enhance student learning and involvement. Visits can provide increased understanding about students' learning styles. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming event, or a change in the family. Please see “Appendix I: Home Visit Program’ for more information.

1.12.7 Student-Teacher Status Portal

MSA-3 uses CoolSIS, an online web portal. The use of this interactive school website enables parents, students and teachers to communicate more efficiently. Teachers have a webpage for every class on which they post course material, homework assignments, projects, and students' grades on quizzes, tests, class participation, and homework assignments.

Parents without home computers are encouraged to use school computers and classes are offered on how to use the portal.

1.12.8 Small Class Size

At MSA-3, the average number of students per class will be 25 in order to guarantee close communication between teacher and student. This low student-teacher ratio gives every teacher the opportunity to devote time to each student according to individual need. Studies performed by Harvard University researchers show that smaller classes produce substantial improvement in learning, and that the effect of small class size on the achievement of minority children is doubled compared to those who are in larger classes.16

In addition to increasing student achievement, smaller classes:

- Improve classroom atmosphere - students receive more individualized attention and teachers have the flexibility to use different instructional approaches/assignments.
- Enable teachers to know their students better and offer more extra help.
- Allow teachers to recognize learning concerns in students.


• Enable teachers to address special educational needs.
• Have fewer discipline problems; through spending less time on discipline, teachers report spending more time on instruction.

1.12.9 College Preparatory Program
MSA-3 focuses on strengthening basic academic skills in middle school in order to build a solid foundation for the college preparatory program offered in its high school program. MSA-3 offers:

• Courses that meet the University of California’s “a-g” admissions requirements.
• CollegeEd® - a college planning and career exploration program for middle and high school students.
• Advanced Placement (AP) courses.
• Special programs to prepare students for the SAT and ACT tests, such as SAT classes and SAT boot camps.
• Individualized one-on-one tutoring sessions.
• Special interest classes, such as web authoring, programming, robotics, debate, journalism, and photography. MSA-3 offers electives for students interested in pursuing particular disciplines in science and technology.
• Continuous career counseling, career days, college fairs, guest speakers.
• Comprehensive college counseling.
• Use of an online tool which allows students to create a multi-year academic plan to track graduation requirements with an opportunity to explore careers and colleges.
• 4-year plan, outlining the classes a student will take during their 4 years of high school for each high school student.

MSA-3 prepares students for college admission tests such as the SAT I and SAT II Subject tests through special after-school classes and tutoring.

Parents are informed as to the eligibility of MSA-3 courses to meet college entrance requirements in numerous ways: student recruitment meetings, marketing materials, orientation sessions, and the student handbook.

MSA-3’s curriculum is in alignment with California Content Standards. MSA-3 is fully accredited through the Western Association of Schools and Colleges (WASC). The courses offered are transferable to other public schools and meet the entrance requirements of the UC and USC systems. We proactively inform parents on the transferability of courses and
the UC/USC requirements by using the school newspaper, school website, parent conferences and the student handbook.

**Advanced Placement (AP) Courses**

MSA-3 is committed to increase college readiness of the students by offering Advanced Placement (AP) courses. These courses have been approved by The National Advanced Placement Program by The College Board, based on the quality of our college-preparatory, honors curriculum.

Below is listed some AP courses offered at MSA-3:

- AP Biology
- AP Calculus AB
- AP Psychology
- AP Spanish Language
- AP English Language
- AP World History
- AP US History
- AP Comparative Government & Politics

MSA-3 has submitted these courses to the UC system and anticipates approval of its AP courses by the UC system by the end of 2011-12 school year.

**1.12.10 University and Industry Connection**

MSA-3 connects students to universities and industry regularly through guest speaker presentations and field trips to universities. MSA-3 also offers internship and mentoring opportunities to the students in area universities and industries and they are an opportunity to earn elective credit. These are individually designed classes and course credit is determined by MPS. The CAO of MPS approves course content, determines appropriate evaluation, and course credits.

**1.12.11 Sustained Silent Reading**

Sustained Silent Reading (SSR)\(^ {17,18} \) is practiced school wide. All MSA-3 students, teachers and administrators read for 25 minutes every day during a dedicated time that is part of the structured school day. Students select a book to read from the Language Department’s

---

\(^ {17} \) Yoon, Jun-Chae, “Three Decades of Sustained Silent Reading: A Meta-Analytic Review of the Effects of SSR on Attitude toward Reading” Reading Improvement, v39 n4 p186-95 Win 2002

\(^ {18} \) Akmal, Tariq T. “Ecological Approaches to Sustained Silent Reading: Conferencing, Contracting, and Relating to Middle School Students” Clearing House, v75 n3 p154-57 Jan-Feb 2002
approved reading list. They can either bring their own books or borrow a book from the classroom library to read during the SSR periods. Students reading & comprehension levels are determined by Renaissance Learning STAR Enterprise Diagnostic Test. The Accelerated Reader program is implemented. Once a student has read the entire book, they have the opportunity to contact with the AR Coordinator to take a quiz to assess their comprehension level. Every growth will be recognized with incentives.

1.12.12 Get Ready for Life Curriculum
Magnolia uses Accord’s Get Ready for Life (GRFL) program in middle school. This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle grade students attends GRFL one period per week. GRFL themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

1.12.13 Field Trips and Motivational Guest Speakers
Field trips provide MSA-3 students with insight, information, and knowledge that cannot be adequately developed during regular classroom instruction. Visiting a research laboratory such as Jet Propulsion Lab and a university campus such as Cal State Long Beach, Caltech, USC, and UCLA, UCI, give students multiple opportunities to meet scientists and other leaders in their field. While most field trips are directly related to specific academic curricula, they also allow opportunities for students to develop socially and emotionally.

1.13. School Calendar of MSA-3
MSA-3 will announce its annual calendar before the beginning of each instructional year. A draft calendar for the upcoming 2012-13 school year is given at 1.13.2. The school will provide instruction that at least meets the statutory requirements, which are currently 175 days.

1.13.1 Annual Instructional Days and Minutes
MSA-3 will meet the minimum required instructional days and minutes for both middle & high school.
1.13.2 Academic Calendar for 2012-13 School Year

### Draft Academic Calendar for 2012-2013

<table>
<thead>
<tr>
<th>July '12</th>
<th>August '12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September '12</th>
<th>October '12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November '12</th>
<th>December '12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January '13</th>
<th>February '13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March '13</th>
<th>April '13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May '13</th>
<th>June '13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**No School Days**

- July 4-Aug
- Labor Day (Sept 3)
- Thanksgiving (Nov 22)
- Winter Break (Dec 17-21)
- Winter Break (Jan 17-21)
- Winter Break (Feb 18-22)
- Spring Break (March 11-15)
- Spring Break (April 12-16)
- Memorial Day (May 28)

**Important Days**

- August 14: First Day of School
- August 20: MAP Testing Window I (1 Week)
- August 26: Picture Day
- September 2: CAHSEE ELA 11th, 12th Grades
- September 3: CAHSEE MATH 11th, 12th Grades
- September 17: PSAT 9th, 10th, and 11th Grades
- September 27: ACT Test
- November 6: CAHSEE ELA 10th Grades
- November 7: CAHSEE MATH 10th Grades
- December 10: Fall Finals (3 Days)
- December 14: End of 1st Semester
- January 7: 1st Day of 2nd Semester
- March 4: MAP Testing Window II (1 Week)
- March 16: CHSPE Test Date
- April 13: ACT Test
- April 16: STAR TEST (Tentative)
- April 19: STAR TEST (Tentative)
- April 22: STAR TEST (Tentative)
- May 14: CAHSEE ELA 11th, 12th Grades
- May 15: CAHSEE MATH 11th, 12th Grades
- May 20: Spring Finals (3 Days)
- May 22: 8th Grade Promotion Ceremony
- May 24: Graduation Ceremony
- May 24: Last Day for Students
- May: SAT Test
- May: SAT Test
- May: STAR Grade 7 Writing Test
- May: AP US History (Tentative)
- May: AP Biology (Tentative)
- May: AP Computer Science (Tentative)
- May: AP Eng Leng. and Comp (Tentative)
- May: AP World History (Tentative)
1.14. **Professional Development**

1.14.1 **Staff Development**
In addition to ongoing professional development activities that support efforts to grow strong as an institution, MSA-3 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-3 assesses staff professional development needs through observation and surveys. Based on these data and combined with the school improvement plan, MPS determines common staff development days, and tailors staff development to individual staff needs.

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

1.14.2 **MSA-3 utilizes Professional Learning Committees (PLCs)**
MSA-3 makes use of PLCs to;
- Clarify intended outcomes,
- Develop common assessments,
- Jointly analyze student achievement data,
- Establish team improvement goals,
- Share strategies and materials (best practices),
- Engage in collective inquiry and action research regarding student learning,
- Support system and sense of efficacy,
- Promote more engaged, motivated, and successful students with reduced absenteeism, and
- Focus on students’ needs academically and behaviorally.

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

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

As an implementation of the PLC at MSA-3, all staff will read educational literature and make informed recommendations for school and system wide improvement. The executive team produces an annual reading list. In 2011-12, MPS staff is focusing on “Failure Is Not An Option,” “Classroom Management That Works,” and “Teach Like A Champion.”
1.14.3 MPS Meetings

Principals Meeting
All MPS principals, executive staff, and consultants meet once a month to discuss various school, academic and operational accountability issues.

Academic Leaders Meeting
All MPS Deans/Academic Coordinators and executive staff meet once a month at the central office to monitor current academic programs, share best practices and address issues or concerns that are specific to the school sites. These meetings allow MPS to determine its academic goals.

Discipline Coordinators Meeting
All MPS Dean/Discipline Coordinators and executive staff meet to discuss various school discipline issues including the school culture and the Get Ready for Life Program.

1.14.4 School wide Meetings

Administrative Meetings
The MSA-3 Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings
All MPS staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

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

Department Level Staff Meetings
All teachers meet departmentally every month to:
- Share Time: Presentation by a member on an effective classroom strategy,
- Vertically align curriculum,
• Analyze student achievement data (MAP, STAR, CELDT, etc.,)
• Improve instructional strategies per data indicators,
• Differentiate instruction,
• Plan major departmental events, and
• Discuss other departmental issues and policies.
Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

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

Grade Level Staff Meetings
Grade level teachers meet once a month and collaborate on the issues below;

Classroom strategies,
• Sharing best practices,
• Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
• Support for students with academic challenges (IEP, 504, RTI, SSR, AR, Tutoring,)
• Discussion of student academic supports (peer tutoring, mentorships, etc.,)
• Long-term projects (science fair projects, English & history & math projects),
• Integration/thematic units/horizontal alignment of the curriculum,
• Field trips,
• Discussions and strategies for students with behavioral problems,
• School/grade level wide incentive programs, and
• Other common grade level and school wide issues.
Grade Chairs are responsible for minutes and forwarding action items to administrative leaders.

Wrap up Meetings
MSA-3 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.
Summer in-service programs

MPS also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools’ operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups. (Ex: mathteachers@magnoliafoundation.org)

Peer Observations

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

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer), and by the Accord Institute. A rubric guides observation and allows for the development of constructive feedback. MPS’s formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

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

1.14.5 Beginning Teacher Support and Assessment Program (BTSA)

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

- **National Charter Schools Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).

- **California Charter Schools Association (CCSA) Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.

- **Charter Schools Development Center (CSDC):** Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.

- **Accord Institute for Education Research (Accord):** All Magnolia faculty and administration attend the Accord Institute’s annual Teacher and Leadership Workshop.

- **Magnolia Public Schools (MPS) professional development days:** MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-3 considers include:

- **College Board’s Workshops and Seminars**
- **Association of Latino Administrators and Superintendents Conference**
- **National Council of Teachers of Mathematics Conference**
- **National Science Teachers Association Conference**
- **National Council of Teachers of English Conference**
- **California Council for History Education Conference**
- **California Science Teachers Association (CSTA) annual PD program**
- **California Association of Mathematics Teacher Educators Conference**
- **Middleton Young and Minney Law Firm** School Law Workshop
- **LAUSD** Soup and Nuts of Special Education Training

Additionally MPS collaborates with local colleges such as Pepperdine University, Santa Monica College and the California State University-Northridge for elective courses and professional development. Professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-3.
1.14.7 Ongoing Professional Development Program for Special Education

MSA-3 conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-3 has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the district and attend a resource conference to hear from additional experts in the field of special education.

The professional training in special education includes:

- laws and regulations aligned with the IDEA,
- implementation of modifications and accommodations,
- state test requirements/options for students with disabilities,
- writing Individualized Education Programs (IEP),
- IEP meeting procedures,
- rights and responsibilities of parents, students and teachers,
- Section 504 plans.

In addition to the August sessions, Magnolia Schools conduct quarterly training sessions about special education.

1.15. Recruiting Qualified Teachers

MSA-3 will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). MSA-3 will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All A-G courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. MSA-3 will require physical education, health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:
A teacher who meets NCLB requirements and is new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed one of the following for every core subject currently assigned:

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

Teachers will be required to:

- be proficient in the use of computers, including but not limited to technology skills to handle Magnolia Public Schools’ Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills.
- abide by the MPS staff handbook.
- have EL Authorization if teaching EL students.
- have knowledge of curriculum and instruction.

1.15.1 Hiring Process
Magnolia Public Schools Board of Directors authorizes the MPS executive team to establish a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from a Magnolia School. If applicable, the interview process includes, but not limited to a sample lesson through which prospective teachers’ classroom management skills and subject competency are observed. In addition, teachers’ technology and computer skills are tested and Magnolia Schools’ four-year success in hiring qualified teachers has proven this process to be very effective.

1.15.2 Hiring Schedule
• MPS will hire the Principal. Preferably, the principal should have experience in teaching science and/or technology and have leadership skills to perform administrative duties.

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

• The hiring committee will conduct interviews during the months of May through August to hire the teachers. The hiring committee will consider the school’s mission and the target student population in selecting the most qualified teachers for the positions available.

1.16. Students with Special Needs

1.16.1 Special Education Program
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, MSA-3 will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and MSA-3 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELP”) Local Plan for Special Education.

1.16.2 SELPA Reorganization:
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of
Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

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

1.16.3 Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:
• The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
• Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
• CBEDS, which is due at the end of October of Each School Year.
• All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
• Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS, for the purposes of Special Education, once it is developed.

1.17. Low Achieving Students

1.17.1 After-School Program

MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level (Please see figure below).

![Diagram of After School Programs]

Figure 3 - After school programs
Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student’s progress will be evaluated by the teacher in a timely manner.

Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

1.18. **High Achieving Students**

MSA-3 offers a broad range of academic learning opportunities to high-achieving and gifted and talented students. Our students are engaged in advanced projects and activities in the areas of math, science, technology, social studies and language arts. These projects and activities are supported by the school staff, volunteer college students, and parents. Funding for these endeavors is provided partially through grants, donations and fundraising. Students participate in regional and nationwide contests such as:

- **Math and science related**
  - American Mathematics competitions
  - Crazy for Math Contest
  - International Mathematical Olympiad
  - Math Counts
  - Math League
  - Math Olympiads
  - Online Math Madness
  - NASA JPL Inventors
  - Robotics Competitions
  - Science Fair
  - Lego® Robot Design
  - Chemistry Olympiad
  - Craftsman/NSTA Young Inventors Awards
  - ExploraVision
  - Intel International Science and Engineering Fair
- Science Olympiad
- Team America Rocketry Challenge
- US Physics Olympiad team
- National Science Bowl

- **Computer Related**
  - ThinkQuest Internet Challenge
  - USA Computing Olympiad

- **Language Arts Related**
  - Balticon Young Writers' Contest
  - The David Melton Memorial Written & Illustrated
  - JasperLinks Scholarship Writing Contest
  - Letters about Literature
  - National Endowment of the Arts Essay Contest
  - National Youth Storytelling Olympics
  - Scripts Howard National Spelling Bee
  - The Tarpeian Rock Literary Magazine
  - The Trollope Society Short Story Prize

- **Social Science Related**
  - The Congressional Award
  - SimCity Future City Design
  - LifeSmarts
  - Model United Nations
  - National Geographic Bee
  - National History Day

High-achieving students will also learn computer programming skills and be able to perform scientific experiments by enrolling in AMSP (an optional after school and Saturday program) and/or other related after school programs. Besides recreational after school clubs, there will be tutoring groups on advanced math and science available for high achieving students.

1.19. **English Learners**

MSA-3 provides programs and services to promote the attainment of proficiency in English language arts in all students. Because of the linguistic diversity in California, not all students
will acquire English language skills and knowledge at the same rate, and based on the demographics of the area schools, MSA-3 expects at least 20% of its students to be classified as “English Learners.”

MSA-3 will meet all requirements of Federal law as it pertains to providing equal educational opportunities for English learners.

MSA-3 registration forms (completed after admission) request information regarding the language spoken at home. Students from homes where a language other than English is spoken will be evaluated to determine their level of proficiency in English, using the California English Language Development Test (CELDT), 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, with scores on California Standards Test (CST) in English-Language Arts (ELA), teacher observation, and optional parent input as secondary factors.

When assessment results indicate that a student could benefit from additional academic and linguistic support, MSA-3 will provide a teacher with EL authorization, tutors, part-time specialists, and/or trained volunteers on an as needed basis according to EL population.

MSA-3 uses bilingual aides to facilitate bilingualism and academic achievement for all students.

For students whose home language is one other than English, the instructional program at MSA-3 is designed to promote oral language learning and literacy provided by qualified instructors. The program will be based on suggestions, strategies and applications outlined in the English Language Development Standards that can be found on the web site. The MSA-3 EL program will be used in every class to address the needs of English learners as they learn English and move toward mastery of the English-Language Arts curriculum for their grade level. The dean of academics will monitor the EL programs and the reclassification process.

An English Learner has to be reclassified when s/he meets all of the following conditions based on California Department of Education requirements:

- The student receives at least an early advance score overall from the initial or annual CELDT-Test.

---

The student receives at least an intermediate score for listening, speaking, reading, and writing parts of the initial or annual CELDT-Test.

The student receives at least a basic score for the language arts part of the CST-STAR Test. During the implementation of this program, English Learners will benefit from the following opportunities:

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

Teachers will employ the following strategies to help their students, and also adjust the class structure and assignments.

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above ...except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- If necessary, ask another student to take notes for the English learner.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
• Present content area vocabulary and concepts using pictures, objects and hands-on activities.

• Provide concrete examples of words using flashcards, pictures and objects.

• Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.

• Employ a variety of questioning strategies in order to determine students’ level of comprehension. Structure questions to students’ level of language understanding.

Class strategies are employed to help students who are English learners.

• Students work in teams. English learners can then be active participants instead of simply observers.

• English learners are paired with a student who is a native English speaker and of the same age.

• English learners are paired with a student “buddy” in another grade.

**Designing Assessments**

Testing accommodations may include the following:

• Providing a version of the test with simplified language

• Simplify directions

• Reading test questions aloud

• Supplying word banks for tests

• Providing matching activities

• Extending the time to complete the tests

• Using peer interpreters

• Allowing the student to respond orally rather than in written form.
Monitoring Student Progress

MSA-3 teachers and administrators constantly monitor the progress of EL’s using the following measurement tools.

- California English Language Development Test (CELDT)- once a year
- Measures of Academic Progress (MAP) Reading and Language Use Tests- three times a year
- In-class teacher assessments
- Tutoring assessments

The Dean of Academics conducts quarterly meetings with teachers to determine progress and necessary modifications in teaching strategies.

1.20. Socio-economically Disadvantaged Students

The California Department of Education defines socio-economically disadvantaged students as those whose parents have not received a high school diploma, and/or who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP).

MSA-3’s socio-economically disadvantaged students are supported by many programs including counseling, intervention and remediation, individual tutoring and free eligibility to afterschool social, academic and athletic programs.

1.21. Grading, Promotion and Graduation

At MSA-3 individual teachers will establish the grading policies and procedures for their classes. They will be using a standard scale (e.g., 93-100: A, 90-92: A-, etc.)

Grading scale is based on a 4 point scale. Letter grades will be A, A-, B+, B, B-, C+, C, C-, D, and F.

\[ A=4.00, \ A-=3.70, \ B+=3.30, \ B=3.00... \ D=1.00, \text{ and } F \text{ is the failing grade.} \]
A grade of “Incomplete” can be issued if the student is absent from school for a legitimate purpose (excused absence). In this case the teacher is obligated to assign some additional work for the student to complete the class and become eligible to receive the letter grade for that course.

**Matriculation Requirements**

**1.21.1 Middle School (6-8)**
- Grade promotion in middle school will be based on the following: minimum grade of C in English language arts, mathematics, science, and social studies courses and,
- minimum 2.0 GPA at the beginning of each school year.

Every student is required to successfully complete the MPS curriculum described in the curriculum section of this petition.

**1.21.2 High School (9-12)**
Students are required to attain a minimum grade of C in all courses.

Students may repeat the course at MSA-3 if they receive a final grade of F. Students can also repeat failed courses through other accredited programs. A passing grade of a C or better will be accepted by MSA-3.

Every high school student is required to successfully complete the MPS curriculum described in the curriculum section of this petition. High school students are required to meet MPS high school graduation requirements as detailed in Section 2.4.

For CALPADS purposes, high school students are considered as matriculated to the next grade upon completion of every 60 credits.

**1.21.3 Intervention**
Students failing to meet these matriculation requirements are referred to after-school and other programs designed to assist them in meeting requirements and proficiency standards. Students also have the opportunity to meet these requirements during summer school and intersession.
1.22. Accreditation

MSA-3 has gone through the initial accreditation by the Western Association of Schools and Colleges (WASC) and has earned the candidacy status through June 2013.

The courses offered are transferable to other public schools and meet the entrance requirements of the UC and USC systems. We proactively inform parents on the transferability of courses and the UC/USC requirements by using the school newspaper, school website, parent conferences and the student handbook.

1.23. Conclusion

MSA-3 will offer students an intensive education experience that focuses on science and math while simultaneously providing rich, in-depth training in humanities and social science. MSA-3 will implement a longitudinal study to track students after they graduate (see Methods to Assess Student Progress), which will allow us to evaluate our success. MSA-3 has the potential to offer a stimulating and challenging educational experience to students in the target area.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

This section specifies the goals for measurable outcomes for students in each area of the curriculum and the goals for measurable outcomes for the MSA-3 as a whole.

To better serve the students and the community, MSA-3 will continue to examine and update this list of measurable student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such a mission. MSA-3 will submit to the district board at any time prior to expiration a description of any changes to the measurable student outcomes listed here as an amendment to the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

MSA-3 will not only evaluate the content mastery of students but also their critical-thinking, problem-solving, and interpersonal skills on a regular basis. The school will set performance objectives which are consistent with the state accountability targets as defined by the Public School Accountability Act of 1999, the federal accountability targets as defined in the No Child Left Behind Act (NCLB), and the district accountability targets as identified in the “District Accountability Framework.”

Various factors are related to student achievement and growth, such as motivation, quality of teaching, academic environment, and parental involvement. MSA-3 will maintain high academic standards that will challenge and motivate students. The academic mastery students will display upon graduation will include an understanding of and ability to apply content knowledge in the following areas.

2.1. Subject Matter Competencies

MSA-3 has goals for measurable student outcomes in each of the academic areas of the curriculum as well as in the domains of technology, physical education, and life skills. Student outcomes will be aligned with the common core and state content and performance standards in all subject areas of the grade levels served20.

---

20 Source: http://www.cde.ca.gov/be/st/ss/index.asp
In science, students will:

- Use scientific inquiry skills and the scientific method to ask and answer questions about the physical world.
- Use critical thinking skills to analyze scientific problems and reach conclusions.
- In teams, use scientific inquiry skills to investigate phenomena and effectively communicate these conclusions verbally and in writing.
- Demonstrate a basic understanding of fundamental concepts in physics, chemistry, life and earth sciences.
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Understand the relationship between science and technology and the role that science and technology play in everyday life and in society.
- Be aware of the range of careers available to them in science.

In mathematics, students will:

- Demonstrate the ability to reason logically and to understand and demonstrate the applications of mathematical processes and concepts.
- Implement a variety of problem-solving strategies.
- Understand and apply advanced properties of numbers, methods of measurement, concepts of geometry, algebra, probability and statistics, and data analysis.
- Develop fluency in basic computational and procedural skills.
- Develop an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
• Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses.

• Make connections among mathematical ideas and between mathematics and other disciplines.

• Apply mathematics to everyday life.

• Be aware of the range of careers available to them in mathematics.

In language arts, students will:

• Demonstrate the ability to read critically and with understanding and write accurately and effectively.

• Demonstrate the ability to communicate clearly and effectively, using appropriate vocabulary, both verbally and in writing.

• Be active listeners.

• Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.

• Obtain meaning from a variety of complex texts, including those from disciplines other than English literature.

• Be knowledgeable of significant literary works.

In history-social science, students will:

• Understand and apply civic, historical, and geographical knowledge to become a citizen in a diverse world.

• Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations.

• Deliberate on public issues that arise in a liberal democracy.

• Use historical research to ask and answer questions about the past.

• Recognize that regions can be defined in cultural, physical, and political terms.

• Accurately interpret and summarize information from maps, charts, and graphs.
• Understand the key features of representative government.

• Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.

• Understand how events in the past inform and influence the present.

• Understand the history of science and technological innovation.

In the visual and performing arts, students will:

• Develop knowledge of and an appreciation for the arts, such as music, painting, acting, and dancing.

• Participate in artistic activities and events.

• Make informed interpretations about the purpose and meaning of artistic works.

• Convey interpretations of personal experiences in expressive forms.

• Understand how art expresses the human experience.

• Explain how the form and content of an artistic work contribute to its message and effect.

• Appreciate the role art has played in the development of society.

In foreign languages, students will:

• Be able to read, write, and speak in at least one language other than English.

• Obtain sufficient verbal proficiency and written proficiency to communicate effectively in at least one foreign language.

• Understand and appreciate key aspects of the culture of the foreign language.

In computers and technology courses, students will:

• Use technological tools in their studies.

• Use current word-processing systems, spreadsheet software, database software, and presentation software.

• Leverage technology in their classes to increase learning.
• Use the network system and the Internet safely and responsibly. Learn to evaluate on-line information critically.

• Describe how technology serves the community.

• Perform basic tasks in programming.

In physical education/health, students will:

• Understand the issues pertinent to health and the development of physical fitness.

• Master the kinesthetic skills necessary to participate confidently in many different forms of physical activity.

• Participate regularly in physical activity.

• Know the implications and benefits of involvement in physical activity.

• Develop an understanding of the value of physical activity and its contribution to a healthy lifestyle.

• Develop a range of social skills related to teamwork, sportsmanship, and cooperation.

Competencies will be assessed by the following: daily work, weekly testing, and standardized competency examinations.

2.2. **Middle and High School Benchmarks**

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>Semester</th>
<th>Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom assessment in the content areas</td>
<td>Classroom assessment in the content areas</td>
<td>Test Time skills</td>
<td>Projects and labs</td>
</tr>
<tr>
<td>Test Time activities</td>
<td>Guest Speaker Series</td>
<td>Projects and labs</td>
<td>Activities</td>
</tr>
<tr>
<td>Project work including Service Learning, tutoring, recycling, &amp; grade-level projects</td>
<td>Field trip(s)</td>
<td>Activities</td>
<td>Testing</td>
</tr>
<tr>
<td></td>
<td>Test Time activities</td>
<td>Service Learning activities</td>
<td>Time skills</td>
</tr>
<tr>
<td></td>
<td>Project work including Service Learning, recycling, &amp; grade-level projects</td>
<td></td>
<td>Service Learning Activities</td>
</tr>
</tbody>
</table>
2.3. **Lifelong Learning Skills and Interpersonal Skills**

Students at MSA-3 will develop lifelong learning skills and interpersonal skills, including the following.

### 2.3.1 Leadership, collaboration and cooperation

Students will know and be able to demonstrate the managerial, adaptive, and associative skills appropriate to their grade level. Students will:

- Take responsibility for their actions;
- Work cooperatively with others to plan, initiate, and complete a project;
- Engage in responsible, compassionate peer relationships.

### 2.3.2 Self-assessment and reflection

Students will learn how to assess and be aware of their status and change their behavior and attitudes in an appropriate manner. Students will:

- Reflect on and evaluate their own and others’ learning, adaptability, and resourcefulness;
- Reflect on his/her role as a community member;
- Become aware of his/her ability to affect the community;
- Be an active member of the MSA-3 community.

### 2.3.3 Goal setting

Students are encouraged to develop their own short and long term academic goals and to develop to be effective problem solvers. They will:

- Effectively access, evaluate, and integrate information from a variety of sources;
- Use a wide variety of thinking processes appropriate for the resolution of complex problems;
- Understand the consequences of choices;
- Be able to develop an opinion and defend that opinion with supporting examples;
• Develop a framework for determining fact, opinion and value choices;

• Understand the various forms of supporting reasoning;

• Understand the basic elements of higher order reasoning through project experience, including laboratory, project and portfolio activities.

2.3.4 Self-discipline
Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will:

• Develop effective study skills and habits, including creation of portfolios, attendance at research field trips, note taking, library research, computer skills, and study strategies;

• Build skills throughout grade levels in the following areas: following directions, analyzing complex projects and develop the skills to complete assigned projects;

• Evaluate their behavior on a formal and informal level;

• Plan and take action in appropriate ways;

• Take an active approach in modifying behavior, if MSA-3 or teacher intervention is necessary.

2.3.5 Citizenship
Students will learn and enforce their civic rights and responsibilities. They will develop their citizenship values in the following categories. Students will:

• Take responsibility for their actions;

• Understand the importance of following rules and procedures;

• Understand their role in society and participate as part of the community, including taking part in community service at all grade levels;

• Understand the importance of maintaining personal and community environments. Students will model environmental planning at MSA-3 including recycling and participating in forums to determine “green” options for use at MSA-3;

• Obey laws and participate in a student court to maintain a safe MSA-3 community;
Voice their opinions as a requirement of democracy. This will include active participation in voting and directed political and social action campaigns at the MSA-3;

Function in cross-cultural interactions at each grade level.

### 2.3.6 Benchmarks for lifelong learning skills

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>Semester</th>
<th>Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom assessment of the use and improvement of skills in Character Education, Life Skills, College Prep and other classes.</td>
<td>Classroom assessment of the use and improvement of skills in Character Education, Life Skills, College Prep and other classes.</td>
<td>Projects</td>
<td>Projects</td>
</tr>
<tr>
<td>Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.</td>
<td>Guest Speaker Series</td>
<td>Activities</td>
<td>Activities</td>
</tr>
<tr>
<td>Project work including Service Learning, goal setting and grade-level group projects</td>
<td>Field trip(s)</td>
<td>Service Learning activities</td>
<td>Service Learning Activities</td>
</tr>
<tr>
<td></td>
<td>Project work including Service Learning, goal setting and grade-level group projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4. **Graduation Requirements**

To graduate from MSA-3, students must:

- Pass the CAHSEE (or meet any state or federally mandated graduation requirements)

- Complete 230 credits:
  - Four years of English language arts (40 credits),
  - Three years of social studies (30 credits),
  - Three years of college preparatory mathematics (30 credits),
  - Three years of laboratory science (30 credits),
  - One year of visual and performing arts (10 credits),
  - Two years of foreign language (20 credits),
  - Two years of physical education (20 credits).

- Health/Life Skills (10 credits)

- Elective courses:
  - Minimum one year of computer and technology course (10 credits),
  - 30 additional elective credits.

The courses offered by MSA-3 are listed in Table 11.

Please refer to “Appendix J: Course Descriptions” for further information on the courses listed.
Table 11. List of courses

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required Year Long Courses</th>
<th>Elective Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1</td>
<td>Trigonometry (1/2)</td>
</tr>
<tr>
<td></td>
<td>Algebra 2</td>
<td>Probability and Statistics (1/2)</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>Pre-Calculus (1/2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus (1/2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Calculus AB, AP Calculus BC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology (with Lab)</td>
<td>Scientific Method</td>
</tr>
<tr>
<td></td>
<td>Chemistry (with Lab)</td>
<td>Science Fair Project</td>
</tr>
<tr>
<td></td>
<td>Physics (with Lab)</td>
<td>Robotics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Physics B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Physics C</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>English 9, English 10</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>English 11, English 12</td>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>World History</td>
<td>Life Skills</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>American Government</td>
<td>AP US History</td>
</tr>
<tr>
<td></td>
<td>and Civics (1/2)</td>
<td>AP World History</td>
</tr>
<tr>
<td></td>
<td>Economics (1/2)</td>
<td></td>
</tr>
<tr>
<td><strong>Computers</strong></td>
<td></td>
<td>Computer Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Computer Science</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Spanish-1</td>
<td>Spanish-3, Spanish-4</td>
</tr>
<tr>
<td></td>
<td>Spanish-2</td>
<td>Spanish Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other foreign languages</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Art/Music</strong></td>
<td>Visual Arts</td>
<td>Music Appreciation</td>
</tr>
</tbody>
</table>

(*) Elective courses may change depending on interest and resources.
2.5. **Measurable Pupil Outcomes**

MSA-3 is aware of the importance of meeting API targets and will meet or exceed its state defined growth targets. As discussed above, MSA-3 uses a standards-based curriculum, and administers standards-aligned formative assessments to help determine if student performance is on track with student performance on state assessments.

MSA-3 will attain the following goals:

- MSA-3 will attain a Growth API of 800 by 2016.
- MSA-3 will attain a 60% proficiency rate in English language arts as measured by CST prior to renewal.
- MSA-3 will attain a 50% proficiency rate in math as measured by CST prior to renewal.
- MSA-3 will attain a 70% proficiency rate in 8th grade science as measured by CST prior to renewal.
- MSA-3 will attain a 70% proficiency rate in 8th grade history-social science as measured by CST prior to renewal.
- MSA-3 will increase its proficiency rate by 10% in all underperforming subgroups in all CSTs prior to renewal.
- MSA-3 will achieve English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows:
  - 50% of students entering at Beginning and enrolled in MSA-3’s EL program no less than three years;
  - 50% of students entering at Pre-Intermediate and enrolled in MSA-3’s EL program no less than two years;
  - 50% of students entering at Intermediate and enrolled in MSA-3’s EL program no less than one years.
  - Reclassification target: 50% of MSA-3’s current or newly enrolled Early Advanced ELL students to be reclassified each year.
• MSA-3 will maintain a 10th grade CAHSEE passage rate of 90% during the first test administration of the year.

• MSA-3 will maintain a student attendance rate of at least 95%.

• The school will have a dropout rate of less than 2%.
MSA-3 uses multiple measures to assess student and school progress toward meeting the outcome goals described in the previous section. This section describes MSA-3’s aligned assessment methods. Results of these assessments will be used to facilitate continuous improvement of the curriculum, instructional strategies and supplemental programs offered at the school. MSA-3 will teach statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

3.1. **Academic Areas**

The measures used to assess student progress include all state-mandated standardized tests such as the Standardized Testing and Reporting (STAR) tests. Teachers create standards-aligned formative assignments that will be evaluated using rubrics. Individual and team projects will also be evaluated using rubrics, and students will be required to demonstrate research and critical thinking skills.

MSA-3 will use rubrics that list the criteria for a particular project and gradations of quality for each criterion. For example, the criteria for a scientific inquiry may require students to: (1) explain the purpose of the inquiry, (2) the steps required in the investigation, (3) their observations, and (4) their conclusions. Criteria to achieve a rating of “excellent” might be: “Clearly and concisely explains the purpose of the inquiry.” Rubrics are powerful tools for both teaching and assessment. Rubrics clarify teachers’ expectations, show students how to meet these expectations, and enable students to assess and improve their own work. Representative measurable student outcomes and assessment tools related to academic areas are listed in Table 6.
Table 6 - Representative measurable student outcomes and assessment tools in academic areas.

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Student Outcome Goals</td>
<td>• Students will demonstrate improvement on standardized tests and will compare favorably with schools that have similar student populations in terms of race, gender, and socio-economic status</td>
<td>• State-mandated tests (e.g., CST) (all grades)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• California Assessment Test 6th Edition (CAT-6) (Grade 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School-designed tests (all grades)</td>
</tr>
<tr>
<td>Core Academic Skills (Science)</td>
<td>• A grade of “C” or better (which is equivalent to a “proficient” performance level) in the content areas outlined in the California Content Standards.</td>
<td>• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world.</td>
<td>• State-mandated tests aligned to standards (e.g., CST) (grades 6 – 11)</td>
</tr>
<tr>
<td></td>
<td>• Use critical thinking skills to analyze scientific problems and reach conclusions.</td>
<td>• Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Effectively communicate results verbally and in writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be aware of the range of careers available in science.</td>
<td></td>
</tr>
<tr>
<td>Core Academic Skills (Mathematics)</td>
<td>• A grade of “C” or better (which is equivalent to a “proficient” performance level) in the content areas outlined in the Curriculum Content Standards for California</td>
<td>• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures</td>
<td>• State-mandated tests aligned to standards (e.g., CST)</td>
</tr>
<tr>
<td></td>
<td>• Implement a variety of problem-solving strategies.</td>
<td>• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Develop fluency in basic computational/procedural skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate precisely about quantities and logical</td>
<td></td>
</tr>
<tr>
<td>Curricular Focus</td>
<td>Measurable Outcomes</td>
<td>Assessment Tools</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Make connections among mathematical ideas and between mathematics and other disciplines.</td>
<td>• Benchmark Tests (Currently MAP Testing)</td>
</tr>
<tr>
<td></td>
<td>• Be aware of the range of careers available in mathematics.</td>
<td></td>
</tr>
<tr>
<td>Core Academic Skills</td>
<td>• Grade-level and critical reading skills.</td>
<td>• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.</td>
</tr>
<tr>
<td>(Language Arts)</td>
<td>• Knowledge of a coherent body of literature from the traditional canon.</td>
<td>• State-mandated tests aligned to standards (e.g., CST)</td>
</tr>
<tr>
<td></td>
<td>• Effective and accurate writing skills.</td>
<td>• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Effective verbal communication skills.</td>
<td>• Benchmark Tests (Currently MAP Testing)</td>
</tr>
<tr>
<td></td>
<td>• Critical-thinking skills.</td>
<td></td>
</tr>
<tr>
<td>Core Academic Skills</td>
<td>• Ability to analyze, explain, and evaluate world, US and world history.</td>
<td>• Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics.</td>
</tr>
<tr>
<td>(History - Social Science)</td>
<td>• Ability to link events in one historical period to another.</td>
<td>• State-mandated tests aligned to standards (e.g., CST)</td>
</tr>
<tr>
<td></td>
<td>• Effective writing and verbal communication skills.</td>
<td>• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Critical-thinking skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical-reading skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding of cause and effect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding the importance of belief systems.</td>
<td></td>
</tr>
<tr>
<td>Core Academic Skills</td>
<td>• Use the Internet for research and information retrieval.</td>
<td>• School- and/or teacher-developed assignments, tests, and activities</td>
</tr>
<tr>
<td>(Computers and Technology)</td>
<td>• Use technology for data acquisition.</td>
<td>• Portfolios, presentations and/or exhibits of</td>
</tr>
<tr>
<td></td>
<td>• Use technology for communication.</td>
<td></td>
</tr>
<tr>
<td>Curricular Focus</td>
<td>Measurable Outcomes</td>
<td>Assessment Tools</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Core Academic Skills (Visual and Performing Arts) | • Effectively use applications such as word processors and spreadsheets.  
• Write code to solve simple problems.                                                                                                                | student work                                                                                                                                                                                                     |
| Core Academic Skills (Foreign Language)      | • Understand the history of art  
• Appreciate art and artistic expression  
• Understand the connections among the different forms of artistic expression  
• Use materials to create art.  
• Demonstrate artistic skills to express and communicate imaginative responses to experiences.  
• Apply design elements and principles.                                                                                                               | • School- and/or teacher-developed assignments, tests, and activities  
• Portfolios, presentations, peer competitions and/or exhibits of student work                                                                                                                                |
| Core Academic Skills (Physical Education/Health) | • To be competent in many movement activities and use these to enhance his or her skills.  
• Achieve and maintain a health enhancing level of physical fitness.  
• Exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.  
• Demonstrate responsible personal behavior while participating in movement activities.                                                                 | • Publisher-developed assignments and tests  
• School- and/or teacher-developed assignments, tests, and activities  
• Demonstration of basic abilities in selected activities  
• Evidence of maintaining physical fitness  
• Peer competitions  
• Teacher-developed assignments, tests, portfolio and/or activities  
• State-mandated tests, such as the Physical Fitness Test (grades 7 and 9)                                                                                                                                         |
### Curricular Focus

**Measurable Outcomes**
- Demonstrate responsible social behavior while participating in movement activities.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| **Leadership, Collaboration and Cooperation** | • Incorporate personal management skills on a daily basis.  
• Effective participation in group decision-making processes.  
• Work cooperatively with others and be a team player in achieving group goals.  
• Ability to assume leadership in group tasks. | • End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS  
• Assignments and tests.  
• Portfolios of student work, reports and/or exhibits including group assignments. |
| **Self-assessment and Reflection** | Describe, analyze and prioritize personal skills and interests that they want to develop.  
• Describe and effectively use the personal qualities they possess that make them successful members of their school and community.  
• Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development. | • End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS  
• Assignments and tests.  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. |
| **Goal Setting** | • Set positive academic and non-academic goals.  
• Apply goal-setting skills to promote academic success. | • End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS  
• Assignments and tests.  
• Portfolios of student work, reports and/or exhibits including group assignments. |

Table 7- Representative measurable student outcomes and assessment tools for Lifelong Learning Skills.
<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
|                            | • Set post-secondary goals with action steps, timeframes, and evaluation criteria.  
• Identify the skills and credentials required for a particular profession and prepare accordingly.                                                                                                         | Information System, CoolSIS  
• Assignments and tests.  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.                                                                                       |
| Critical Thinking and Problem Solving | • Implement stop, think, and act strategies in solving daily life problems.  
• Generate alternative solutions to problems and predict possible outcomes.  
• Apply the steps of systematic decision-making in school and life.                                                                                                                                  | End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS  
• Assignments and tests.  
• Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.                                                                                       |
| Self-discipline            | • Implement a plan to meet a need or address a challenge based on personal strengths and available support from others.  
• Explore career opportunities based on their identified interests and strengths.  
• Show self-esteem based on accurate assessment of self.                                                                                                                                                | End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS  
• Assignments and tests.  
Portfolios, presentations and/or exhibits of student work.                                                                                                                                          |
| Citizenship                | • Personal honesty and integrity.  
• Courage to express their views.  
• Love, respect and loyalty to the United States of America.                                                                                                                                                 | End of semester teacher evaluations on student behaviors.  
• Teachers’ comments entered into the Student Information System, CoolSIS                           |
<table>
<thead>
<tr>
<th>Skills</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understanding and tolerance towards other societies in the world.</td>
<td>• Assignments and tests.</td>
</tr>
<tr>
<td></td>
<td>• Participate in multicultural and cross-cultural activities.</td>
<td>• Portfolios, presentations, peer competitions and/or exhibits of student work.</td>
</tr>
</tbody>
</table>


3.2. **Lifelong Learning Skills**

MSA-3 will develop lifelong learning skills and interpersonal skills, which were listed in section 2.3. Representative measurable student outcomes and assessment tools for Lifelong Learning Skills are listed in Table 7.

3.3. **Standardized Tests**

MSA-3 will participate in and use results from the state-mandated, standardized testing to monitor each student’s performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate the students.

MSA-3 will continue over time to examine and refine its methods for assessing student outcomes to reflect the school’s mission and any changes in statewide student assessments authorized in state that may become applicable to charter schools.

3.4. **Growth Based and Adapted Tests**

MSA-3 aims to have every student reach the proficiency level of state grade-level content standards. In addition to state tests, MSA-3 currently uses the Northwest Evaluation Association (NWEA) computer-adapted tests, Measures of Academic Progress (MAP), to evaluate the student learning and make necessary suggestions to teachers for individual students. The tests measure various skills, such as analytic ability, critical thinking, and synthesis.

MAP or a similar interim benchmark test aligned to state adopted standards will be administered during the academic year. Currently, MAP reports provide highly accurate feedback. 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.\(^{21}\)

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

---

\(^{21}\) Source: [http://www.nwea.org/assessments/](http://www.nwea.org/assessments/)
administration and the teachers plan necessary interventions for the low achieving and socio-economically disadvantaged 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
- Place new students into appropriate instructional programs

Students are tested in three main subject areas:

- Reading
- Language Usage
- Mathematics
Table 8 - Factors outside the classroom that influence academic achievement and growth.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Expected Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Conduct</strong></td>
<td>• Average daily attendance rate of 95%</td>
<td>• On-line student record databases</td>
</tr>
<tr>
<td></td>
<td>• Tardiness rate of 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Referral rate of 5%</td>
<td></td>
</tr>
<tr>
<td><strong>Parental Involvement</strong></td>
<td>• Attendance at parent/teacher conferences at 70%</td>
<td>• Running records</td>
</tr>
<tr>
<td></td>
<td>• Participation in Parents Club at 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attendance and participation at school events, exhibits, and programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation in IEPs at 95%</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>• Attendance at fall retreat at 100%</td>
<td>• Running records</td>
</tr>
<tr>
<td></td>
<td>• Attendance at regular development workshops at 100% for teachers (except for pre-approved absences or sick leaves)</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Performance</strong></td>
<td>• Knowledge of subject matter</td>
<td>• Evaluation of program wide test scores from various instruments</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of curriculum</td>
<td>• Annual evaluations that include classroom observations</td>
</tr>
<tr>
<td></td>
<td>• Competence in methods and strategies</td>
<td>• Parent and student assessment</td>
</tr>
<tr>
<td></td>
<td>• Professional attitude</td>
<td>• Adherence to contract</td>
</tr>
<tr>
<td><strong>Financial Solvency</strong></td>
<td>• No deficit in the operating budget at the end of three years of operations</td>
<td>• Annual budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forecast budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• External audit</td>
</tr>
</tbody>
</table>
3.5. **Use and Reporting of Data**

The results of STAR assessments, along with school-specific assessment data, will be used to evaluate student progress. The school’s data teams, formed by dean of academics and same subject teachers, will collect, analyze and review the results and recommend modifications, if they are 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 parents. For those parents without access to a computer, MSA-3 will have computer availability on campus for parent use.

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

The progress of ELs is 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 reclassified as English proficient will be monitored for at least two years following their reclassification.

3.6. **Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

3.7. **Non-Academic Areas**

MSA-3 recognizes that student academic achievement and growth are significantly influenced by student conduct, attendance, and parental involvement. Factors outside the classroom that influence academic achievement and growth are illustrated in Table 9.
Table 9 - Factors outside the classroom that influence academic achievement and growth.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Expected Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Conduct</strong></td>
<td>• Average daily attendance rate of 95%</td>
<td>• On-line student record databases</td>
</tr>
<tr>
<td></td>
<td>• Tardiness rate of 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Referral rate of 5%</td>
<td></td>
</tr>
<tr>
<td><strong>Parental Involvement</strong></td>
<td>• Attendance at parent/teacher conferences at 70%</td>
<td>• Running records</td>
</tr>
<tr>
<td></td>
<td>• Attendance at school events, exhibits, and programs at 60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation in IEPs at 95%</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>• Attendance at fall retreat at 100%</td>
<td>• Running records</td>
</tr>
<tr>
<td></td>
<td>• Attendance at regular development workshops at 100% for teachers (except for pre-approved absences or sick leaves)</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Performance</strong></td>
<td>• Knowledge of subject matter</td>
<td>• Evaluation of program wide test scores from various instruments</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of curriculum</td>
<td>• Annual evaluations that include classroom observations</td>
</tr>
<tr>
<td></td>
<td>• Competence in methods and strategies</td>
<td>• Parent and student assessment</td>
</tr>
<tr>
<td></td>
<td>• Professional attitude</td>
<td>• Adherence to contract</td>
</tr>
<tr>
<td><strong>Financial Solvency</strong></td>
<td>• No deficit in the operating budget at the end of three years of operations</td>
<td>• Annual budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forecast budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• External audit</td>
</tr>
</tbody>
</table>
ELEMENT 4: GOVERNANCE

4.1. INTRODUCTION

MSA-3 is an independent charter school and is one of 13 schools operated by the charter management organization, Magnolia Educational and Research Foundation doing business as Magnolia Public Schools (MPS), a 501 (c)(3) non-profit benefit California Corporation. MSA-3 is governed by a Board of Directors ("Board") in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. The Board is responsible for major strategic and policy decisions related to the schools and will ensures MSA-3’s financial sustainability. The Board is ultimately in charge of the MSA-3’s operation and governance. The chief executive officer (CEO) is appointed by the board and is responsible for the execution of programs and policies on behalf of the board. MSA-3’s principal and School Site Council report to CEO.

MSA-3 and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

MSA-3 will comply with the Brown Act.

Members of the MSA-3’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

4.2. MAGNOLIA PUBLIC SCHOOLS BOARD

The Board establishes broad policies to implement the mission in Magnolia Public Schools, including MSA-3. The policies adopted by the Board influence school operations such as educational program development, after-school programs, financial planning, staffing, benefits, compensation, and conditions for student suspension or expulsion.
The current Board consists of seven dedicated individuals. Biographies are provided in the supplementary material.

The Board meets at least bimonthly. Board meeting date, time, location and agenda are posted in all Magnolia Schools, on each Magnolia School’s web site, and on the MPS central office main web site to maximize the participation of the public at least seventy two hours before the meeting. A book of minutes of all meetings, proceedings, and actions is kept at the MPS central office or such other place as the Board may direct (see attached Magnolia Educational & Research Foundation bylaws for more information about meeting minutes and books).

To ensure public participation in the board meetings:

- As a multi-jurisdictional entity and per filings with the FPPC, the Brown Act authorizes Magnolia Public Schools to hold its meetings in one of several counties across the state. In a good faith effort to ensure public participation for LAUSD stakeholders, MPS will provide video and/or phone conferencing access at various school sites within LAUSD.

- Information about the call number and the remote participation procedure will be included on posted agendas.

- All participants/speakers will have access to language translation services if requested in advance.

Please see "Appendix B - Magnolia Educational & Research Foundation Bylaws" for more information about election of the Board members.

4.3. Magnolia Public Schools Central Office (MPSCO)

The Magnolia Public Schools Central Office (MPSCO) executes the decisions and policies set by the Board and manages business operations in Magnolia Schools. MSA-3 pays 11 percent of its revenue to MPSCO. The responsibilities of MPSCO include, but are not limited to:

- Overseeing operations of Magnolia Schools to ensure compliance with the charter agreements
- Hiring high quality school principals
• Payroll
• Purchasing
• Budgeting
• Annual audit
• Community outreach
• Public relations
• Data management
• Information technology
• Facility management
• Communicate with the chartering agency and attend necessary meetings

4.4. **School Site Council**

The School Site Council (SSC) is an advisory body which plays an important role in school improvements, advocacy, and communication between stakeholders. The SSC consists of:

• The school principal
• One (1) teacher representative elected by the faculty
• One (1) parent representative elected by the Parent Club
• One (1) student representative elected by the Student Council
• One (1) community representative appointed by MPSCO

4.5. **The English Language Advisory Committee**

As mandated by state law, MSA-3 will establish an English Language Advisory Committee upon acceptance of categorical funds. The English Language Advisory Committee will advise the administration on services for English learners.
4.6. **Magnolia Public Schools Advisory Committee**

The Board has formed an advisory committee to evaluate the performance of Magnolia Schools and provide recommendations on major decisions. The Advisory Committee has the following members:

- Representatives from the local communities
- Experts from local universities and businesses

The Advisory Committee meets at least once a year to evaluate operations of Magnolia Schools. The committee will produce a report and will offer recommendations for future changes, if any. The Advisory Committee’s efforts have no binding power on the Magnolia Public Schools Board, MPSCO, or Magnolia Schools. However, their recommendations will be considered as crucially important for success at Magnolia Schools.

4.7. **School Principal**

Magnolia Public Schools (MPS) provides a college preparatory K-12 educational program Magnolia Emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others.

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

The school principal shall:

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.

- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school’s philosophy, mission statement and instructional goals.

- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

- Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

- Notify immediately the Chief Executive Officer (or designee), and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.

- Keep the Chief Executive Officer (or designee) advised of employees not meeting their contractual agreement.

- Complete in a timely fashion all records and reports as requested by the Chief Executive Officer (or designee). Maintain accurate attendance records.

- Communicate with the Chief Executive Officer (or designee) regularly about the needs, successes and general operation of the school.

- Report to and consult with MPSCO.

- Hire, supervise, and evaluate the faculty and school staff.
• Comply with district policies and state and federal laws and regulations affecting the school.

• Compile, maintain, and file all physical and computerized reports, records, and other documents required.

• Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.

• Direct and manage extracurricular and intramural programs.

• Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.

• Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.

• Conduct conferences about student and school issues with parents, students, and teachers.

• Demonstrate awareness of school and community needs and initiate activities to meet those needs.

• Use appropriate and effective techniques to encourage community and parent involvement.

• Report to the chartering agency and the state when required.

4.8. Parental Involvement

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-3. By having representative(s) on the SSC, parents are active participants in 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 Parent Club is an advisory group to the SSC and also conducts fundraising and other school support Activities. Teachers initiate contact with parents to schedule at least one home visit. Parents, students, and teachers meet throughout the year to monitor student progress.
• Parents complete a survey each year evaluating the strengths and weakness of the MSA-3 educational program.

• There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event-planning, tutor, assist with lunch distribution, and attend field trips.

• MSA-3 organizes parent education sessions where parents will learn the importance of their involvement in their child’s education.

• In addition to meetings with all parents at structured times, teachers meet one-on-one with parents of students of low-achieving, high-achieving, and English Learners on an as-needed basis to ensure the proper supports are in place for the student.

• MSA-3 holds parent appreciation events recognizing parent contributions to the school community.

4.9. GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

MSA-3 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MSA-3 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

MSA-3 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational
program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

4.10. **LAUSD Charter Policy**

MSA-3 will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

4.11. **Responding to Inquiries**

MSA-3 shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MSA-3 acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

4.12. **Notifications**

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by MSA-3.
4.13. **Organizational Chart**

Organizational chart of the MPS and MSA-3 is shown in the Figures below.

### 4.13.1 MPS Organizational Chart
4.13.2 MSA-3 Organizational Chart
ELEMENT 5: EMPLOYEE QUALIFICATIONS

MSA-3 believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

5.1. Background Checks

MSA-3 adheres to the existing state of California laws regarding fingerprinting and drug testing of employees. Prior to the first day of work for every employee, MSA-3 will process background checks through LiveScan, administered by the Department of Justice. MSA-3 will adhere to school employee handbook pertaining to the safety and health of all employees and students.

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Documents establishing legal status, current copies of all teacher certificates.

The documents listed above will be kept on-site and be ready for inspection.

5.2. Credentialing

Teachers meet all requirements for employment as stipulated by the California Education Code section 47605(l).
Appropriate records of credentials held by MSA-3 teachers and supporting documentation are monitored and maintained by the school administration. Credentials will be monitored annually by the chief academic officer of Magnolia Public Schools and the dean of academics of MSA-3 in compliance with state and federal law.

5.3. **Staff Selection and Qualifications of the School Personnel:**

MPSCO will handle human resources including hiring and firing the principal and all teaching personnel for Magnolia Schools. It is responsible for taking all the necessary steps for hiring and firing teachers, which includes a careful scrutiny of their credentials.

5.3.1 **Principal and Deans**

**Skills and Qualifications:**

- Bachelor's degree in Education, Engineering, or Natural Sciences
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

**Principal’s Responsibilities and Duties:**

Responsibilities and duties of the principal are described in Element 4, Section 4.7

**Deans’ Responsibilities and Duties:**

*Dean of Academics*

**Academic Program**

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

**Student Performance**

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

o Maintain list of high honor/honor students.

**School Improvement**

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

**Personnel Management**

o Hold employee evaluation conferences based on records of performance evaluation.

o Administration and Fiscal/Facilities Management

o Oversee school operations in principal’s absence.

o Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.

o Oversee student attendance records and assist the office manager on truancy issues.

o Aid in safety drill practices and inspections.

**Staff Development**

o Hold teacher orientation and in-service training throughout the year

o Regularly prepare items for staff development for weekly faculty meetings and attends weekly administrative meetings

o Conference with teachers on academic issues in the classroom.

o Conduct formal and informal teacher observations.

**Dean of Students**

**Student Management**

o Provide for supervision of students during non-instructional hours.
Help students develop positive behavior through a student discipline management system.

Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.

Hold parent/teacher/student conferences in regard to student and school issues.

Demonstrate use of productive and efficient skills to raise community and parent involvement.

**Supervision**

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

**Discipline**

- Oversee discipline issues for teachers in CoolSIS.
- Coordinate and chair the school discipline committee.

**Support Services**

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

### 5.3.2 Teachers

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

**Skills and Qualifications:**

MSA-3 will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). MSA-3 will hire teachers that meet the following qualifications:
• California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All A-G courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. MSA-3 will require physical education, health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:

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

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught, or

(5) Coursework equivalent to undergraduate major.

Teachers will be required to:

• be proficient in the use of computers, including but not limited to technology skills to handle Magnolia Public Schools’ Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills.

• abide by the MPS staff handbook.
• have EL Authorization if teaching EL students.

• have knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

o Design, write and use lesson plans that conform to the charter’s curriculum. Ensure written plans are available for review. The dean of academics will review all lesson plans.

o Ensure lesson plans show modifications for differences in student learning styles.

o Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations.

o Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.

o Design instructional activities by using data from student learning style assessments.

o Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.

o Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.

o Produce and oversee teacher aide and volunteer assignments.

o Employ technology practices to strengthen the instructional process.

Growth and Development

o Help students assess and enhance their study methods and habits.

o Produce formal and informal testing to evaluate student success.
Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.

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

**Classroom Management and Organization**

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

**Communication**

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

**Professional**

- Enrich job skills through professional development activities.

**Other**

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

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

Skills and Qualifications:

- Knowledge of special needs of students in assigned area.
- Knowledge of Admission, Review Individual Education Plan (IEP) goal setting process and implementation.
- Knowledge of curriculum and instruction.

Responsibilities and Duties:

**Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs.
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Design instructional activities by using data from students’ learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
o Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.

o Produce and oversee the teacher aide and volunteer assignments.

o Employ technology practices to strengthen the instructional process.

**Growth and Development**

o Produce formal and informal testing to evaluate student success.

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

o Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by school principal.

o Serve as an example for students; support mission of charter.

**Classroom Management**

o Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.

o Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.

o Collaborate with the classroom teachers regarding student behavior management programs according to IEPs.

o Collaborate with charter and outside resource people regarding education, social, medical and personal needs of students.

o Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.

o Provide input on books, equipment and material selection.

**Communication**

o Ensure good communication rapport with parents, students, principals and teachers through conferences.
Create and maintain a professional relationship with colleagues, students, parents and community members.

Present information accurately through clear communication skills.

**Other**

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

### 5.3.4 Special Education Aide

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

**Skills and Qualifications:**

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

**Responsibilities and Duties:**

**Instructional Support**

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

**Student Management**

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

**Other**

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

**5.3.5 Substitute Teachers and Tutors**
A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in MSA-3 will be free of charge for all students.
5.3.6 Other Certificated, Classified and Other Personnel

The Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for that position.

- Other certificated personnel will perform duties as suitable for their job positions.
- Office personnel will perform daily school business such as answering phone calls, typing letters, filing reports, and other necessary administrative duties. (Include further detail on office personnel – secretary/admin and clerk)
- Maintenance duties will include janitorial services, light maintenance, and limited gardening duties. Food service duties may include food preparation, distribution, and maintaining a clean kitchen area.

All personnel will abide by the Administrative Handbook and commit to the MSA-3 mission and vision. All employees’ job descriptions and work schedules will be reviewed and modified as needed to meet the needs of the school and its students. The job descriptions will be based on the job duties and the work calendar as outlined in the Charter.
5.4. **Evaluation of the School Personnel**

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

5.4.1 **Principal**

Magnolia Public Schools Central Office (MPSCO) will evaluate the principal on:

- Overall successful school academic program and achievement of educational goals;
- High parental and community involvement;
- Completion of required job duties;
- Forming a warm school environment among all parties.

5.4.2 **Teachers**

The Principal will evaluate teachers on:

- Student progress as determined by the standardized tests;
- Effectiveness of teaching strategies as evaluated by the principal through class visitations;
- Performance of job duties;
- The progress of the students on the basis of the school designed test results.

5.4.3 **Other Personal**

The principal will evaluate staff based upon completion of assigned job duties and regular, punctual attendance, and he or she will evaluate classified and other personnel.

5.5. **Performance and Acknowledgement**

Good performance will be acknowledged; staff may earn performance pay in the form of bonuses.
ELEMENT 6: HEALTH AND SAFETY

The health and safety of MSA-3 staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. MSA-3 will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. MSA-3 will operate as a drug, alcohol, and tobacco free workplace. The MSA-3 will adopt and implement a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a “team-on-duty” will be created among teachers and assistant teachers to supervise students at all times. The health and safety policies will address, but not be limited to, the following topics:

6.1. School Facility

Facility status: MSA-3 is currently housed in an LAUSD Prop-39 facility. If MSA-3 chooses to be located in a facility other than Prop-39, then MSA-3 will demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.)

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

www.laschools.org/employee/mo/ipm

Although the District is not required to perform the mandatory surveillance and inspections, the District reserves the right to review all required documentation at any time to ensure the charter is complying with AHERA and its charter petition.

Dependent on the facility lease requirements, MSA-3 will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.
**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in ELEMENT 14:.

6.1.1 **Auxiliary Services**

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

6.2. **Criminal Background Checks**

Each employee of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Employees will submit fingerprints to the Department of Justice via Live Scan processing. Employee will not start work until results are received from the Department of Justice and the employee is cleared to begin work.

6.3. **Immunizations, Tuberculosis Testing, and Screenings**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained in the manner described in Education Code section 49406.

Charter school will provide for the screening of its students for vision, hearing, and scoliosis to the same extent required of a non-charter public school.

Emergency Situations
MSA-3 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. MSA-3 will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

6.3.1 Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

6.3.2 Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

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

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

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

6.3.3 Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents/guardians.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.
6.3.4 Evacuation Plan

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

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

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

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

All employees are responsible for their own safety, as well as that of others in the workplace. MSA-3 will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MSA-3’s premises, or in a product, facility, piece of equipment, process, or business practice for which MSA-3 is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

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

On a periodic basis MSA-3 will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in MSA-3’s employee handbook will not be tolerated.

6.5. **Child Abuse Reporting**

MSA-3 will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. MSA-3 staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care
The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse.

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

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, MSA-3 staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

6.6. **Prescription Medications**

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

6.7. **Insurance Requirements**

No coverage shall be provided to the MSA-3 by the District under any of the District’s self-insured programs or commercial insurance policies. The MSA-3 shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the MSA-3 from claims which may arise from its operations. Each MSA-3 location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

2. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention about $15,000 without the prior approval of the Office of Risk Management for the LAUSD.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the MSA-3 to cover all MSA-3 employees who handle, process, or otherwise have responsibility for MSA-3 funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

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

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

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*
6.8. **Evidence of Insurance**

The MSA-3 shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

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

Should the MSA-3 deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the MSA-3.

6.9. **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the MSA-3 does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The MSA-3 further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims,
damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, the MSA-3 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

MSA-3 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. MSA-3 will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

MSA-3 its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

6.10. **Asbestos Management**

The MSA-3 shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

7.1. Court-ordered Integration

MSA-3 shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio. See section 7.4 for details.

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

7.2. No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and MSA-3 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). MSA-3 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending MSA-3 shall have the right to continue attending MSA-3 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC
student to MSA-3 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

MSA-3 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending MSA-3. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the School. MSA-3 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at MSA-3 under the NCLB-PSC program increases in subsequent years, MSA-3 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

7.3. **Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, MSA-3 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. MSA-3 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. MSA-3 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable; and
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

MSA-3 also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

7.4. Recruitment Process to Achieve Racial and Ethnic Balance

MSA-3 will implement a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing within the territorial jurisdiction of LAUSD. This process involves the following:

• Hold discussions and distribute application materials at places where diverse populations may be reached, including community centers, neighborhood meeting areas, and existing schools in Carson;

• Distribute materials in English and Spanish to reach the limited English proficient populations within two miles of the school.

• Hire individuals who specialize in public relations with underrepresented communities and neighborhoods;

• Host an Open House and provide tours of the school;
• Use electronic media, flyers, and direct mail;

• Open enrollment period will be between January and May for a minimum of 90 days.

MSA-3 will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. MSA-3 will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
ELEMENT 8: ADMISSION REQUIREMENTS

*MCA-3 admits all students residing in California who wish to attend on a space-available basis as outlined in Education Code 47605 (d)(2)(A).

Charter school shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

The student diversity will reflect the ethnic and racial balance of the surrounding schools. Charter shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. MSA-3 will not require any pupil to attend the charter school. MSA-3 will be non-sectarian in its programs, admission policies, employment practices, and all other operations.

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

A written application is required for each student. Parents/guardians are encouraged to either attend MSA-3 workshops or meet with a designated MSA-3 member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff explain the expectations of parents to support their students with the school schedule and homework requirements, as well as how they can participate in committees and clubs.
8.1. Recruiting Low-Achieving and Economically Disadvantaged Students

MSA-3 operates near Curtiss Middle School and recruits students from the greater Carson area. As described in “Element 7: Means to Achieve Racial and Ethnic Balance” of this proposal, MSA-3 organizes community meetings at regional neighborhood centers and shopping malls where the academically low-achieving students and economically disadvantaged families reside and distributes materials in English and Spanish to reach the limited English proficient populations of the area.

8.2. Informing Parents about the Enrollment Lottery

MSA-3 clearly articulates its application and enrollment process, including the lottery process, on its web page, on the MPS website, and in various media outlets during the main application and enrollment period of January through March of each year. MSA-3 will insure that lottery rules dates and times are communicated to all applicants.

8.3. Lottery Timeline

If a lottery is necessary, applications for enrollment in the next school year that are received by 5 pm on March 15 will be included in the lottery.

8.4. Lottery Procedure

The lottery will be held annually in late March on a weekend or after 6 pm on a weekday to allow for maximum access to the public. The lottery will be held at the school site if the school facility can accommodate anticipated attendance. Otherwise the school will secure a meeting space that is large enough to accommodate anticipated attendance.

Currently enrolled students and siblings of existing students are exempt from lottery. All applicant names are drawn and listed in order, separately, for each grade level. Any sibling of a student admitted through the lottery automatically gains admission, subject to space availability. Students residing in LAUSD district boundaries will be
admitted prior to any non-district student. Once the school capacity is exceeded, applicant names will be placed on the waiting list in the order in which they were drawn. Applications received after the lottery deadline will be added to the waiting list in the order received. Vacancies are filled from the waiting list. All waiting lists expire annually at the end of the formal academic year. MSA-3 will maintain auditable records of the above activities.

MSA-3 will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

The lottery will be video-recorded and the school will keep documents in record including a written statement signed by the principal, which identifies the procedures used and details of the event, list of applicants and the names of the applicants who secure a spot at the charter school through the lottery.

8.5. Notifications of Admission

Notifications of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order.

If the enrollment forms are not returned within two weeks the applicant will receive a courtesy phone call as a reminder. If the documentation is still not received within the two week window the admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

8.6. Waiting List Notification

Students on the waiting list will be notified by telephone and mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.
8.7. McKinney-Vento Homeless Assistance Act

MSA-3 will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. MSA-3 will include specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
MSA-3 guarantees to provide reports required by the LAUSD as outlined below.

- CBEDS (California Basic Educational Data System)
- ADA (Average Daily Attendance) reports J18/19
- SARC (School Accountability Report Card with our own format)

Each fiscal year an independent audit will be conducted of the financial affairs of MSA-3 to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Pursuant to AB 1137, MSA-3 will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Preliminary Budget
- First Interim Report
- Second Interim Report
- Unaudited Actuals
- Audited Actuals – November following the end of the fiscal year
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District

9.1. **INTERNAL AUDIT**

The Magnolia Public Schools Board of Directors will form an audit committee each fiscal year to oversee the preparation and completion of an annual audit of the school’s financial affairs. This committee will retain independent auditors. The audit will be conducted in accordance with generally accepted auditing standards applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any
applicable Office of Management and Budget Circulars. The audit committee will review any audit exceptions or deficiencies and report to the school’s Board with recommendations on how to resolve them.

9.2. **Outside Auditor**

MSA-3 with preparation support from MPSCO and Accord will engage an independent certified public accountant with school accounting experience, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. Fiscal statements audited by the Certified Public Accountant will be submitted to Los Angeles Unified School District, Los Angeles County of Education, California Department of Education and Office of the Controller by December 15th of each year via mail and/email. Audit exceptions/deficiencies will be resolved to the satisfaction of the District.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the District unless a different system is agreed to by all parties (see the section on Financial Matters in this document for additional information).

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school’s financial statements, revenue-related data collection and reporting practices and will review the school’s internal controls. Moreover, the audits will assure that the school funds are being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. MSA-3 agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. MSA-3 will provide interim financial data required by the district to fulfill its obligation to the county and state. MSA-3 will make financial records available for audit in coordination with MPSCO and contact the outside auditor no later than the end of August for prior year.

The MSA-3 will receive direct funding from the State Fund to be deposited into its own account at the County Treasury. Any funds due to the school will flow to the
school according to the schedules outlined in the appropriate Education Code sections.

9.3. District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of MSA-3 not to exceed 1% of MSA-3’s revenue, or the District may charge for the actual costs of supervisorial oversight of MSA-3 not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

9.4. Balance Reserves

Additionally, MSA-3 will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

9.5. Special Education Revenue Adjustment/Payment for Services

In the event that the MSA-3 owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from MSA-3, MSA-3 authorizes the District to deduct any and all of the in lieu property taxes that MSA-3 otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. MSA-3 further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to MSA-3. Should this revenue stream be insufficient in any fiscal year to cover any such costs, MSA-3 agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
9.6. **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- MSA-3 is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of MSA-3,
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit MSA-3 books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of MSA-3’s financial information,
- MSA-3’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- MSA-3’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

MSA-3 shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to MSA-3. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours’ notice.

MSA-3 will develop and maintain internal fiscal control policies governing all financial activities.
A comprehensive set of disciplinary policies is essential to ensure a safe and effective educational environment. MSA-3 distributes a student/parent handbook before classes commence each year. The handbook details the school regulations and policies as well as the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. It is distributed to students, parents, teachers, and all other shareholders. School discipline policy will be reviewed with students and parents upon admission and the Parent/Student Compact will be signed to acknowledge consent. In addition, the school discipline policy, including the lists of offenses for which students are subject to suspension or expulsion, shall be amended from time to time based on feedbacks from the staff, parents, Magnolia Public Schools Board of Directors, and students.

MSA-3 shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

MSA-3 shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

MSA-3 shall ensure the appropriate interim placement of students during and pending the completion of the MSA-3’s student expulsion process.

MSA-3 shall implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. MSA-3 will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, MSA-3 shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

MSA-3 shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from MSA-3, it shall forward student records upon request of the receiving school district in a timely fashion. MSA-3 shall also submit an
expulsion packet to the LAUSD Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment;

- and if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, MSA-3 must provide evidence that it convened a Link Determination meeting to address two questions:
  - A: Was the misconduct caused by, or directly and substantially related to the student’s disability:
  - B: Was the misconduct a direct result of MSA-3’s failure to implement 504 Plan?

MSA-3 will adhere to well-defined procedures for suspension and expulsion based on equality and the right to due process. The rights of students shall be maintained during disciplinary actions including the right to counsel, the right to present evidence, and the right to confront and cross-examine adverse witnesses.

Students who violate the school policies may be subject to the following:

- Warning
- Loss of Privileges
- Notices to parents/guardian by telephone or letter
- Referral to the administrator
• Request for parent/guardian conference
• In-school suspension
• Suspension
• Expulsion

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

• While on school grounds.
• While going to or coming from school.
• During the lunch period whether on or off the campus.
• During, or while going to or coming from, a school-sponsored activity.

10.1. **Grounds for Suspension**

**Non-discretionary grounds for recommending suspension:**

• Brandish a knife at another person
• Sell a controlled substance
• Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon.
• Commit or attempt to commit a sexual assault or sexual battery
• Possessed, offered, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
• Committed or attempted to commit robbery or extortion.
• Unlawfully possessed, offered, furnished, or sold any drug paraphernalia as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
• Possessed, sold, or otherwise furnished any knife, or other dangerous object.
• Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
• Stolen or attempted to steal material school or private property.
• Knowingly received stolen school or private property.
• Committed a hate crime.
• Willfully used excessive force or violence upon the person of another, except in self-defense.

Discretionary Grounds for Suspension:
• Threatened, attempted, or caused physical injury to another person.
• Disrupted school activities or willfully defied the valid authority of school personnel.
• Was party to actions that caused the mandatory suspension of another student.
• Willfully damaged or vandalized school property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Committed sexual harassment.
• Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.
• Committed bullying and cyber-bullying.
• Sending sexually explicit messages or photographs electronically primarily between mobile phones and/or any other communication devices; “sexting”.

10.2. Procedure for Suspension

10.2.1 Informal Conference
Suspension shall be preceded by an informal conference conducted by the dean of students with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the school administrator determines that an emergency situation exists. An “emergency
situation” involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension by the dean of students through the Charter School’s office manager and a conference will be requested as soon as possible.

10.2.2 Notice to Parents/Guardians
MSA-3’s Dean of Students is the primary authorized person at the charter school to handle suspensions. At the time of suspension, the Charter School’s dean of students shall make a reasonable effort to contact the parent/guardian by telephone or in person. Contact will be followed with a written notification, stating the specific offense committed by the student and the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

10.2.3 Length of Suspension
The length of suspension will not exceed a period of five (5) consecutive school days and a total of ten (10) school days per academic year unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. Students will receive classroom materials and assignments, collected from teachers by the Dean of Students will be ready at the school’s front office for parent pick up at 4 pm of every day that the student is suspended. On the day of the student’s return, it is the student’s responsibility to submit all missing assignments.

10.2.4 Appeal of Suspension
The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision in writing within five business days of the beginning of the suspension directly to the principal. The principal will expeditiously review the case with the parent and/or student in question within five business days. If the principal determines that the student has not violated one of the rules in the student/parent handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the
administrative structure changes with the growth of the school and will be defined in the student handbook.

10.3. **Grounds for Recommending Expulsion**

**Non-discretionary grounds for recommending expulsion:**

- Brandish a knife at another person
- Sell a controlled substance
- Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon.
- Commit or attempt to commit a sexual assault or sexual battery
- Possessed, offered, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Committed or attempted to commit robbery or extortion.
- Unlawfully possessed, offered, furnished, or sold any drug paraphernalia as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

**Discretionary grounds for recommending expulsion:**

- Made terrorist threats against school officials and/or school property or any persons at the school.
- Knowingly participated in activities that seriously endangered students, parents, or staff.
- Stolen or attempted to steal material school or private property.
- Knowingly received stolen school or private property.
- Repeated offences that would be grounds for suspension.
10.4. Procedure for Expulsion

10.4.1 Recommendations for Expulsion

Students will be recommended for expulsion if the school principal finds that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

10.4.2 Expulsion Hearing and Written Notice to Expel

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. If requested, the hearing will be held within ten (10) days after the school principal determines that an act listed under “Grounds for Expulsion”, or other expellable offense has occurred. The hearing will be presided over by the MPS Board of Directors or a MPS Board-appointed impartial administrative panel of three or more persons, none of whom are a member of the Magnolia Public Schools Board of Directors or employed by the school in which the student is enrolled.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian by the charter school’s dean of students at least five (5) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of MSA-3’s disciplinary rules, which relate to the alleged violation.
- Notification of the student’s parent/guardian’s obligation to provide information about the student’s status in LAUSD to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion.
• The right to inspect and obtain copies of all documents to be used at the
hearing.
• The opportunity to confront and question all witnesses who testify at the
hearing.
• The opportunity to question all evidence presented and to present oral and
documentary evidence on the student’s behalf including witnesses.

In the event an administrative panel hears the case, it will make a recommendation
of expulsion to the Magnolia Public Schools Board of Directors for a final decision
whether to expel. If the Magnolia Public Schools Board of Directors rejects the
recommendation, its decision is final. If an expulsion decision is made, it must be
based on substantial evidence. The principal or designee, following a decision by the
Magnolia Public Schools Board of Directors to expel, shall send written notice of the
decision citing the Magnolia Public School Board of Directors’ decision. This notice
shall include the following:

• The specific offense committed by the student, which was decided as the
cause of expulsion by the Magnolia Public Schools Board of Directors; and
• Notice of the student’s or parent/guardian’s obligation to inform any new
school or district in which the student seeks to enroll of the student’s status
with MSA-3;
• the reinstatement eligibility review date;
• a copy of the rehabilitation plan;
• the type of educational placement during the period of expulsion, and
• notice of appeal rights/procedures.

The Principal or designee shall send written notice of the decision to expel to the
student’s district of residence and the County Office of Education. This notice shall
include the following:

• Student’s name; and
• Specific offense committed by the student.

In the event of a decision to expel a student from MSA-3, the charter school
administration will work cooperatively with the district of residence, county, and/or
private schools to assist with the appropriate educational placement of the student who has been expelled.

**10.4.3 Appeal of Expulsion**

A request for appeal of expulsion must be received by the principal in writing within five [5] working days after the written notice has been issued to the parent/guardian. The student will be considered suspended until the appeal hearing is convened. The appeal hearing will occur within thirty [30] working days after the written notice of expulsion is issued to the parent/guardian, and must be attended by parent(s)/guardian(s). A fair and impartial panel of representatives appointed by the Magnolia Public Schools Board of Directors will hear the appeal, and the panel’s decision will be final. The hearing panel will meet at the school site on a weekday after 6 pm, and provide decision to the Magnolia Public Schools Board of Directors in writing.

**10.5. Outcome Data**

MSA-3 shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**10.6. Rehabilitation Plans**

Pupils who are expelled from MSA-3 shall be given a rehabilitation plan upon expulsion as developed by the MSA-3’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to MSA-3 for readmission.
10.7. **Readmission.**

MSA-3’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, MSA-3’s governing board shall readmit the pupil, unless MSA-3’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. MSA-3 is responsible for reinstating the student upon the conclusion of the expulsion period.

10.8. **Special Education Students**

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, MSA-3 will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and MSA-3 an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, MSA-3’s administrator will convene a Link Determination meeting to ask the following two questions:

A: Was the misconduct caused by, or directly and substantially related to the student’s disability?

B) Was the misconduct a direct result of the MSA-3’s failure to implement 504?

10.9. **Gun Free Schools Act**

MSA-3 shall comply with the federal Gun Free Schools Act.
11.1. Retirement

MSA-3 will make participation in State Teachers’ Retirement System (STRS) and Public Employees’ Retirement System (PERS) available to teachers and other eligible persons working at the school. MSA-3 will make any contribution that is legally required of the employer, including STRS, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required. MSA-3 will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS.

The principal is responsible for the recruiting and selection of certificated and classified staff. Employee agreements will be shaped and individualized according to the competitiveness and job description of the employee. The agreement will address, among other issues, salary, health, welfare benefits, work schedule (explained below), performance evaluation standards and responsibilities. Promotions and salary increases will be tied to performance evaluations and accountability measurements.

11.2. Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by MSA-3. Health, dental, and vision plans will also be provided to all full-time employees at the cost of the school. Employees on MSA-3 leave from LAUSD will elect to give up district-offered coverage during the term of their employment with MSA-3. Employees will earn paid legal holidays that are approved by the MPS Board.

11.3. Work Schedule

Work calendars, hours per week, and vacation time will be determined by individual employment agreements consistent with the applicable calendar of workdays for each position. The principal will work for the calendar year with appropriate vacation time as specified in the employment agreement. Teachers and teachers' assistants
will work a calendar year comprised of 11 months, which will include professional training beyond the regular teaching schedule. Office and maintenance staff will work a calendar year of 12 months with appropriate vacation time. The standard day for administrative staff is 8.0 working hours, and for teaching staff 7.0 working hours per day. The teaching staff may also be required to attend weekly staff and several parent-community meetings each school term.

11.4. EMPLOYMENT AT-WILL

Magnolia or Employee may terminate Employment Agreement and Employee’s employment at any time with or without cause, with or without advance notice, at Magnolia’s or Employee’s sole and unreviewable discretion. Either party may immediately terminate this Agreement upon written notice to the other party which shall be effective at the time such notice is received by the other party, and which shall be deemed accepted by the other party upon receipt.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the sole and unfettered discretion of Magnolia. No one other than the Chief Executive Officer of Magnolia Public Schools (not an employee of MSA-3) has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such alteration must be in writing and must be signed by the Chief Executive Officer of Magnolia and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

11.5. PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to MSA-3’s Employee Handbook.

The following process will apply to staff members filing a complaint /grievance:
When a problem first arises, the grievant should discuss the matter with a member of the School principal rather than fellow employees.

The principal will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.

Following any necessary investigation, the Administrator shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.

If no satisfactory solution can be reached, the grievant may request to meet with the Magnolia Public Schools Board of Directors and the Principal. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the principal. The request for the meeting is to be delivered to the Board Chair by the Principal within four (4) days before the next regularly scheduled Magnolia Public Schools Board of Directors meeting, so that the matter may be properly placed upon the agenda.

The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

**ELEMENT 12: ATTENDANCE ALTERNATIVES**

Pupils who choose not to attend MSA-3 may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
MSA-3 believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

All school personnel will abide and commit to MSA-3’s mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development.

All school personnel will be evaluated annually. The details of the evaluation process are explained at the end of “ELEMENT 5: EMPLOYEE QUALIFICATIONS”.

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to their at-will employment agreements.

Job applicants for positions at MSA-3 will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at MSA-3 will not be covered by his or her respective collective bargaining unit agreement, although MSA-3 may extend the same protections and benefits in individual employee contracts.

Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
13.1. **Rights of District Employees**

Leave and return rights for union-represented employees who accept employment with the MSA-3 will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
14.1. **Mandatory Dispute Resolution**

The staff and governing board members of MSA-3 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District MSA-3, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and MSA-3 shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or other- wise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School: Magnolia Science Academy-3
   CEO 1254 Helmick St.
   Suleyman Bahceci, PhD. Carson, CA 90746

   To Director of Charter Schools: Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th Floor
   Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) Business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue
Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
14.2. **TERM OF THE CHARTER**

The term of the charter shall be for five years beginning on July 1, 2012 through June 20, 2017. Prior to the expiration of the charter, LAUSD, at its own expense, will contract an independent third-party to perform a school evaluation based upon the measurable goals and terms outlined in this charter. MSA-3 must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

---

**ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

MSA-3 is deemed the exclusive public school employer of the employees of the MSA-3 for the purposes of the Educational Employee Relations Act (EERA).
16.1. Revocation

The District may revoke the charter if MSA-3 commits a breach of any provision set forth in a policy related to MSA-3 adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the MSA-3 if the District finds, through a showing of substantial evidence, that MSA-3 did any of the following:

- MSA-3 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- MSA-3 failed to meet or pursue any of the pupil outcomes identified in the charter.
- MSA-3 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MSA-3 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the MSA-3 in writing of the specific violation, and give the MSA-3 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close MSA-3 either by the MSA-3 governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

16.2. Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of
Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the MSA-3 will be issued by MSA-3 within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the MSA-3 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the MSA-3 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the MSA-3 by registered mail within 72 hours
of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program.
until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

MSA-3 shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.
Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over-payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

MSA-3 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the MSA-3. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by MSA-3 will be the responsibility of the MSA-3 and not LAUSD. MSA-3 understands and acknowledges that MSA-3 will cover the outstanding debts or liabilities of MSA-3. Any unused monies at the time of the audit will be returned to the appropriate funding source. MSA-3 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the MSA-3 participates, and other categorical funds will be returned to the source of funds.

MSA-3 shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports
These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**
The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.
For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the MSA-3 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

MSA-3 Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

MSA-3 shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end MSA-3’s right to operate as a Charter School or cause MSA-3 to cease operation. MSA-3 and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities

Current Charter School Location: 1254 E.Helmick St. Carson, CA 90746
Names of District school sites near proposed location: Curtiss Middle School.
Current Charter School is located within the boundaries of LAUSD.

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.
In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall
provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share, so long as this action does not violate Proposition 39. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and
Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

**Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status**
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site**
The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities.
Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety**

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

**Asbestos Management**

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

**ADDITIONAL REQUIREMENTS 1: GENERAL REQUIREMENTS**

1) **No Child Left Behind Affirmations**

   MSA-3 agrees to adhere to all provisions of No Child Left Behind regarding:

   • Receiving students from Program Improvement schools as part of Public School Choice.
   • Providing the Principal’s attestation of highly qualified teachers and paraprofessionals.
   • Meeting the needs of “at-risk” students if the school is designated a targeted assistance school.

2) **Liability and Indemnity**

   To the fullest extent of the law, MSA-3 will be deemed to be a “school district” for purposes of Section 41302.5 and Sections 8 and 8.5 Article XVI of the California Constitution.

   The Magnolia Public Schools Board of Directors (charter school’s board), the school Principal, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of MSA-3, including, but not limited
to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. LAUSD will not be liable for the debts or obligations of MSA-3.

MSA-3 will secure and maintain appropriate workers compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, property, fire, and theft as described in Element 6.

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**ADDITIONAL REQUIREMENTS 2: FINANCIAL AND BUDGET MATTERS**

In consideration of the services rendered by The MSA-3 pursuant to this Charter, the charter school shall receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. The MSA-3 shall receive revenue payments based on student attendance (ADA) records and eligibility requirements.
MSA-3 will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. The MSA-3 will apply directly for categorical funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as, Staff Development Buy-Back, Title 1, Deferred Maintenance, and the After-School Learning and Safe Neighborhood Partnership Program. MSA-3 will complete its own consolidated application.

Funds flowing thorough LAUSD will be transferred to Magnolia Science Academy-3.

The MSA-3 reserves the right to evaluate and change its election to receive funds directly on an annual basis.

**Depository/Accounting/Payroll**

According to the agreement between MSA-3 and the County, all revenue generated by MSA-3 will be deposited in the Los Angeles County Treasury. All payments (including payroll) will be drawn on the County Treasury. MSA-3 will maintain two revolving accounts with a local financial institution for day-to-day expenditures from the General Fund and from Food Services (if applicable).

**Fiscal Management**

MSA-3 will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. For business services, Magnolia Public Schools will support MSA-3 with the services provided by MPSCO. The related MPSCO officers will work closely with the school principal on administrative and financial matters. The MPSCO will have the responsibility to keep the school operations within the proposed budget and apply MSA-3’s purchasing and contracting principles as described in this petition.

The followings are some of the details related to how Magnolia Public Schools plans to perform business tasks (these details may change over time): 1) Payroll services will be outsourced to an agency such as ADP, Paychex 2) Health benefits will be negotiated and purchased by the MPSCO, 3) MPSCO will prepare financial reports required by the school district as well as the annual audit. MPSCO will identify staff responsible for financial administrative functions and the qualifications of staff assigned to these functions, and will also provide assurance that the accounting systems adopted would adhere to Generally Accepted Accounting Principles and
describe the process of internal controls. MSA-3 shall conduct all of its financial
operations in a timely manner and for all programs (regular, categorical, and special
education) through procedures established by the State of California and the Federal
Government, as appropriate. The accounting procedures must follow the generally
acceptable accounting principles. For Federal programs, including Title I, the criteria
for eligibility and fiscal guidelines will be as established by the Federal Government.
MSA-3 has elected to receive funding directly, and therefore is responsible for
meeting eligibility and fiscal requirements established by the Federal Government
and for completing the Consolidated Application. MSA-3 shall provide the District
with all financial and related reports, including enrollment attendance to enable the
District to meet its requirements by law. Notwithstanding the petitioners' expectation
to receive Title I funding under Federal guidelines, said funding may not be
forthcoming until the school meets established criteria for a determined school year.
MSA-3 un-audited financial statements will demonstrate the charter school's fiscal
sustainability for the length of the school's operation. These statements will be
submitted to the District's Business Accounting Branch on the second week of July.

Charter school will depend on principal apportionment for the bulk of its operating
resources, supplemented by state block grant and lottery income, federal Titles I, II
and V allocations as well as federal drug/alcohol/tobacco and child nutrition funds.
MSA-3 will also receive funds from the plethora of State funded programs such as
special ed., etc. (See budget for detail). Finally, MSA-3 will receive local funds from
the District in lieu of taxes for a portion of their charter school funding.

**ADDITIONAL REQUIREMENTS 3: ADMINISTRATIVE SERVICES**

**Contract Development**

The MSA-3 and LAUSD will negotiate in good faith on annual basis in order to define
financial and service relationship between the two parties. The operational
independence of MSA-3 will be kept regardless of services purchased from the
district. The MSA-3 will always use effective business practices that will result in the
best quality at the best price. Contracts for service, equipment and facility
alterations/improvements will be submitted to multiple bidders. LAUSD is able to bid
on all projects.
Attendance Accounting
MSA-3 will utilize an appropriate student information system for attendance tracking and reporting purposes, however, reserves the right to use the District’s SIS system if necessary. Attendance accounting procedures will satisfy requirements for LAUSD, LACOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Food Service Program
The MSA-3 will annually re-evaluate the food service program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

Transportation
The MSA-3 will not provide transportation for students from home to school or school to home, except for special education students whose individualized education program requires such transportation and in instances of compliance with the Americans with Disabilities Act. Transportation for extracurricular activities, such as field trips, will be contracted with a licensed contractor.

Sponsoring District Services
Excepting services performed by the district in providing fiscal oversight to the charter school, all charter-requested services from LAUSD will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service.

Additional Requirements 4: Mandated Cost Recovery
The MSA-3 will be responsible for recovering from the state all eligible mandated costs applicable to the school. The district will, within ninety days of receipt or as timely as possible, reimburse the school for the school’s pro rata share of mandated cost that the district recovers using the school’s enrollment or another basis that incorporates MSA-3 to the extent that any such recovery exceeds the actual costs attributable to the school.